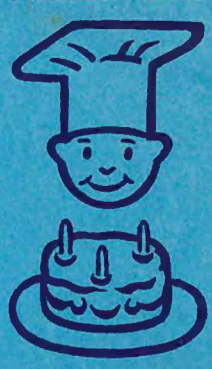
ARITHMETIC WORKBOOK



Happy Times With NUMBERS

SECOND GRADE

EVELYN FERSHING

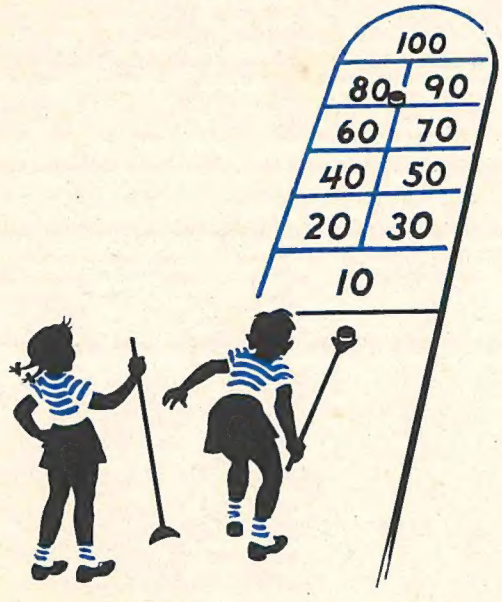
Happy Times with Numbers

Second Grade

by

Evelyn Fershing
NEWARK, NEW JERSEY

Illustrated by Herbert Townsend



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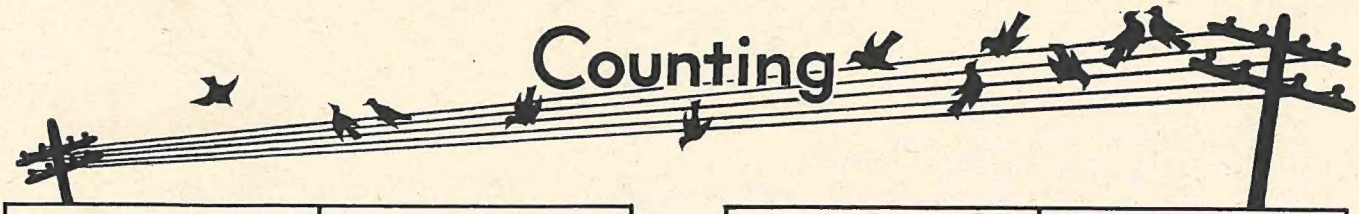
FRESHEST

Counting



1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
10	20

TEACHER. — Review counting from one through twenty. Using objects, have the children count the teens by saying "one ten and one," "one ten and two," and so on. Lead them to discover that the sequence from one through nine remains the same, but that there is a *one* in front of each number which means "one ten."

Children are to write the numbers in the blank spaces.

Money

10 pennies = 1 dime

1 dime = ... pennies

1 dime is 1 ten

	tens	ones	
ONE DIME ONE CENT			¢
ONE DIME ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT ONE CENT			¢
ONE DIME ONE DIME			¢

TEACHER. — Before doing this page, discuss with the children how much a lollypop costs, how much a candy bar costs, how much an ice cream cone costs, and so on, until the children realize that they can buy more for a dime than for a penny. Lead the children to see that one dime is *ten ones*, or *one ten*. Show them that the one-figure numbers, one through nine, are written in the ones column.

Children should write the number of dimes and cents illustrated in the proper blank spaces, saying "one ten and one more are eleven," and so on. Be sure they understand the ¢ sign.

Counting

	tens	ones		tens	ones		tens	ones		tens	ones		tens	ones
1			11			21			31			41		
2			12			22			32			42		
3			13			23			33			43		
4			14			24			34			44		
5			15			25			35			45		
6			16			26			36			46		
7			17			27			37			47		
8			18			28			38			48		
9			19			29			39			49		
10			20			30			40			50		

TEACHER. — Before doing this page, build a classroom chart from counting objects or dimes and pennies. Write each number on the chart as each object is counted. Lead children to hear the similarity in "four tens" and "for-ty," "five tens" and "fif-ty," and so on.

Children should count the number of tens and ones in each number above and place the numbers under the correct columns of spaces.

More Counting

	tens	ones		tens	ones		tens	ones		tens	ones		tens	ones
51			61			71			81			91		
52			62			72			82			92		
53			63			73			83			93		
54			64			74			84			94		
55			65			75			85			95		
56			66			76			86			96		
57			67			77			87			97		
58			68			78			88			98		
59			69			79			89			99		
60			70			80			90					

TEACHER. — Children should continue to count objects and make a number chart to 100. When they get to nine tens and nine ones, use objects to show why they will need a third column, which is the hundreds column. Show them how to write 100.

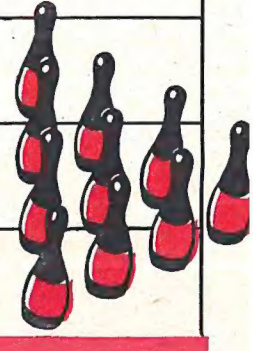
Counting Money

	tens	ones	
3 dimes, 6 cents			¢
4 dimes, 4 cents			¢
6 dimes			¢
1 dime, 5 cents			¢
4 dimes, 3 cents			¢
1 dime, 6 cents			¢
5 cents			¢

TEACHER. — Children are to write the correct numbers of dimes and cents in the proper columns at the right. Be sure that they know a dime is *ten ones*, or *one ten*, and is written in the tens column.

Tens and Ones

11	is	1	ten and	1	one.
15	is	1	ten and	5	ones.
18	is	1	ten and	8	ones.
14	is	1	ten and	4	ones.
20	is	2	tens and	0	ones.
46	is	4	tens and	6	ones.
35	is	3	tens and	5	ones.
56	is	5	tens and	6	ones.
64	is	6	tens and	4	ones.
30	is	3	tens and	0	ones.
94	is	9	tens and	4	ones.
72	is	7	tens and	2	ones.
83	is	8	tens and	3	ones.
50	is	5	tens and	0	ones.
17	is	1	ten and	7	ones.
88	is	8	tens and	8	ones.



Counting

1		21			51		71		
	12					62			92
			33					83	
		24		44					
					55				
6						66			96
	17			47			77		
			38					88	
					59				
10		30							100

DOCTOR JONES

Adding One More

and are .....

$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$

2 and 1 are .....

and are .....

$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$

1 and 2 are .....

and are .....

$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$

3 and 1 are .....

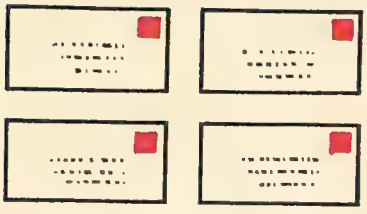
and are .....

$\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$

1 and 3 are .....

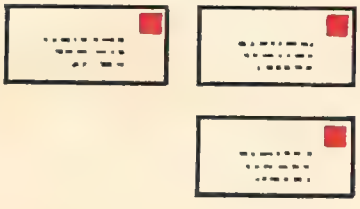
TEACHER. — Use objects to introduce the combinations on this workbook page. Lead the children to discover that when adding one to a number, the answer is always the next number in sequence.

Adding One More

 and are .....

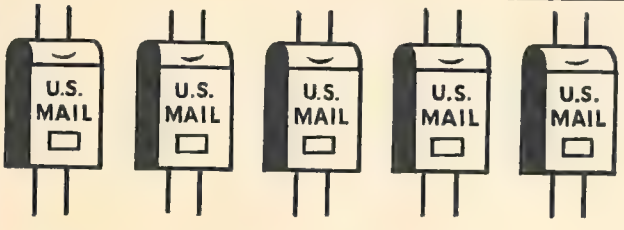
$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$

4 and 1 are .....

and  are .....

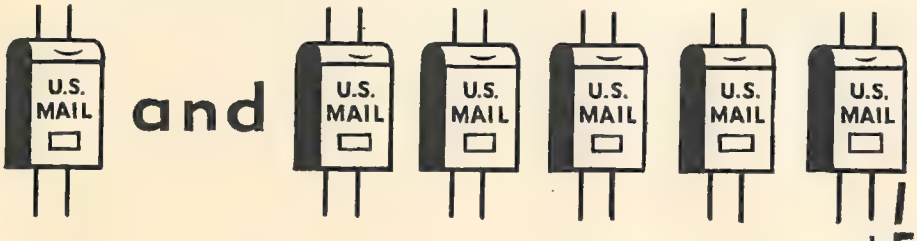
$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$

1 and 4 are .....

 and are .....

$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$

5 and 1 are .....

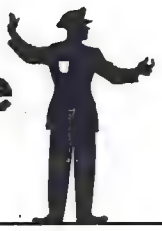
 and are .....

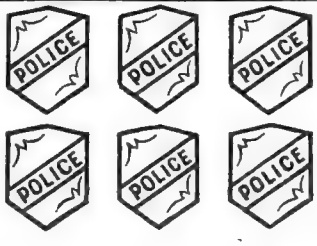
$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$

1 and 5 are .....

TEACHER. — Use objects to introduce these combinations, as on the previous page.

Adding One More





and

are .....

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

6 and 1 are .....

and

are .....

$$\begin{array}{r} 1 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +6 \\ \hline \end{array}$$

1 and 6 are .....

and are .....

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +1 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

7 and 1 are .....

and

are .....

$$\begin{array}{r} 1 \\ +7 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +7 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +7 \\ \hline \end{array}$$

1 and 7 are .....

TEACHER. — Same directions as on the preceding page.

Adding One More

and are .....

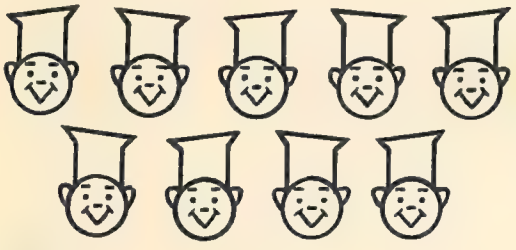
8 and 1 are .....

$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$

and are .....

1 and 8 are .....

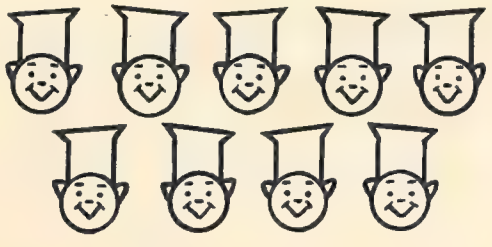
$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$



and are .....

9 and 1 are .....

$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$

and  are .....

1 and 9 are .....

$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$

TEACHER. — Same directions as on the preceding page.

Addition

Mary had 5 cookies. Bob had 1 cooky.
Together they had ____ cookies.

$$\begin{array}{r} 8 \\ +1 \\ \hline 9 \end{array}$$ This is called addition.

Add these numbers.

$\begin{array}{r} 1 \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 4 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 1 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 5 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ 1 \\ \hline \end{array}$

Counting Back

Count by 1 to 10.

1 _____ _____ _____ _____ _____ _____ _____ _____ 10

Count from 10 back to 1.

10 _____ _____ _____ _____ _____ _____ _____ _____ 1

Write the number that comes before each number.

_____6	_____9
_____3	_____2
_____8	_____5
_____2	_____10
_____5	_____6
_____10	_____3
_____4	_____7
_____7	_____4

Take Away

3 apples

Take away 1 apple.
3 take away 1 is .....

$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$

Take away 2 apples.
3 take away 2 is .....

$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$

These 3 numbers go together.

2 1 3

$\begin{array}{r} 2 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$

4 trees

Take away 1 tree.
4 take away 1 is .....

$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$

Take away 3 trees.
4 take away 3 is .....

$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$

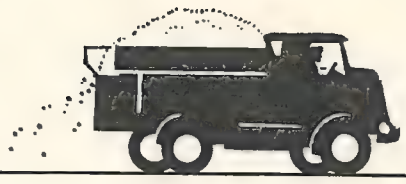
These 3 numbers go together.

3 1 4

$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$

TEACHER. — Using objects, show the children that when they take away one, they have one less, and the answer is always the preceding number. Emphasize the three numbers that go together. Children should put an × on each of the objects they are to take away. Show the children a short way to write "take away." Explain the subtraction sign.

Take Away



5 balls

Take away 1 ball.
5 take away 1 is .....

$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$

Take away 4 balls.
5 take away 4 is .....

$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$

These 3 numbers go together.

4 1 5

$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$

6 cups

Take away 1 cup.
6 take away 1 is .....

$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$

Take away 5 cups.
6 take away 5 is .....

$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$

These 3 numbers go together.

5 1 6

$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$

TEACHER. — Follow the same procedure as for the previous page.

Take Away

7 drums

Take away 1 drum.
7 take away 1 is .....

$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$

Take away 6 drums.
7 take away 6 is .....

$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

These 3 numbers go together.

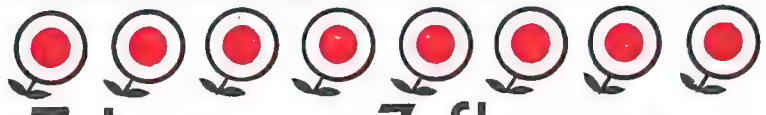
6 1 7

$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

8 flowers

Take away 1 flower.
8 take away 1 is .....

$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$



Take away 7 flowers.
8 take away 7 is .....

$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$

These 3 numbers go together.

7 1 8

$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$

TEACHER. — Follow the same procedure as for the previous page.

Take Away

9 bells

Take away 1 bell.
9 take away 1 is .....

$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$

Take away 8 bells.
9 take away 8 is .....

$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$

These 3 numbers go together.

8 1 9

$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$

10 boxes

Take away 1 box.
10 take away 1 is .....

$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$

Take away 9 boxes.
10 take away 9 is ____

$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$

These 3 numbers go together.

9 1 10

$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$

TEACHER. — Follow the same procedure as for the previous page.

Write the Answers

7 and 1 are	8 take away 7 is .....
3 and 1 are	4 take away 3 is .....
8 and 1 are	9 take away 8 is .....
4 and 1 are	5 take away 4 is .....
1 and 6 are	7 take away 1 is .....
2 and 1 are	3 take away 2 is .....
1 and 5 are	6 take away 1 is .....
9 and 1 are	10 take away 9 is .....
1 and 8 are	9 take away 1 is .....
6 and 1 are	7 take away 6 is .....
1 and 7 are	8 take away 1 is .....
1 and 9 are	10 take away 1 is .....

Subtraction

Jack had 4 marbles. He lost 1 marble.
How many did he have left?

$$\begin{array}{r} 7 \\ -1 \\ \hline 6 \end{array}$$ This is called subtraction.

Subtract these numbers.

$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$

Find the Answers

1 +5 =	8 +1 =	4 +1 =	1 +9 =	6 +1 =	1 +3 =
1 +7 =	1 +2 =	7 +1 =	1 +4 =	5 +1 =	1 +8 =
2 +1 =	1 +6 =	3 +1 =	9 +1 =	1 +1 =	1 +9 =

8 −1 =	4 −3 =	5 −1 =	8 −7 =	3 −2 =	10 −1 =
7 −1 =	9 −8 =	3 −1 =	9 −1 =	5 −4 =	7 −6 =
6 −5 =	4 −1 =	6 −1 =	10 −9 =	9 −8 =	7 −6 =

Problems

Jane had 4 jacks. She lost 3 jacks.
How many jacks did she have left? .....

$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$

Dick had 6 marbles. He lost 5 marbles.
How many marbles did he have left? .....

$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$

Mary had 5 dolls. She lost 4 dolls.
How many dolls did she have left? .....

$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$

7 birds were in a tree. 6 of the birds flew away. How many birds were left? .....

$\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -6 \\ \hline \end{array}$

TEACHER. — Children should read these problems orally first. Then they should write in the answers.

Adding Zero

Bob made 5 runs in a game of ball.
In the next game he made 1 more run.
How many runs did Bob make? .....

5 and 1 are .....

$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$

Mary made 7 runs in a game of ball.
In the next game she made nothing.
How many runs did Mary make? .....

7 and nothing are .....

$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$

0 is nothing. Zero is nothing.
0 is Zero. Zero is 0.

Sam made 4 runs in a game of ball.
In the next game he made nothing.
How many runs did Sam make? .....

4 and nothing are .....

4 and 0 are .....

$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$

TEACHER. — Before beginning the work on this page, use objects to demonstrate the difference between adding one more and adding nothing more.

Adding Other Zero Numbers

5 and 0 are ....., so 0 and 5 are .....
7 and 0 are ....., so 0 and 7 are .....
2 and 0 are ....., so 0 and 2 are .....
4 and 0 are .....,so 0 and 4 are .....
1 and 0 are ....., so 0 and 1 are .....
9 and 0 are ....., so 0 and 9 are .....
6 and 0 are ....., so 0 and 6 are .....
3 and 0 are ....., so 0 and 3 are .....
8 and 0 are ....., so 0 and 8 are .....

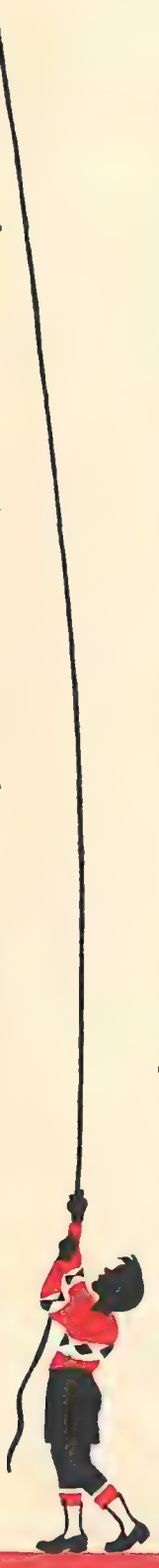
Add These Zero Numbers

0 7	1 0	0 2	5 0	0 8
0 4	8 0	7 0	0 9	2 0
4 0	0 5	3 0	0 6	9 0
0 3	0 1	6 0	0 0	8 0

Test

Add These Numbers

1 6	0 9	5 1	9 1	1 2	1 8
0 6	3 0	7 1	0 5	1 9	0 7
3 1	1 1	8 0	1 9	0 2	1 5
4 1	0 8	6 1	5 0	7 0	1 3
0 4	6 0	9 1	2 0	4 0	1 7
8 1	0 3	2 1	9 0	1 4	1 8



Subtracting Zero

Tom had 5 pennies. He spent 5 pennies. How many pennies did he have left?.....

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$

Judy had 5 pennies. She spent nothing. How many pennies did she have left?.....

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

Jim had 7 marbles. He lost his 7 marbles. How many marbles did he have left?.....

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

Betty had 7 marbles. She lost none of her marbles. How many marbles did she have left?.....

$$\begin{array}{r} 7 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -0 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ -0 \\ \hline \end{array}$$

TEACHER. — Use objects to show how many are left when none are taken away from a specific number, and when the whole amount is taken away.

Children should read the page orally, then write in the answers.

Subtracting Other Zero Numbers

7 take away 7 is ....., so 7 take away 0 is .....
9 take away 9 is .....,so 9 take away 0 is .....
4 take away 4 is .....,so 4 take away 0 is .....
1 take away 1 is ....., so 1 take away 0 is .....
3 take away 3 is .....,so 3 take away 0 is .....
6 take away 6 is ....., so 6 take away 0 is .....
8 take away 8 is ....., so8 take away 0 is .....
2 take away 2 is ....., so 2 take away 0 is .....
5 take away 5 is ....., so 5 take away 0 is .....

Subtract These Numbers

3 − 0 =	9 − 9 =	5 − 5 =	8 − 0 =	2 − 2 =
4 − 0 =	9 − 0 =	8 − 8 =	2 − 0 =	7 − 0 =
6 − 6 =	1 − 0 =	5 − 0 =	7 − 7 =	4 − 4 =
6 − 0 =	1 − 1 =	3 − 3 =	0 − 0 =	9 − 9 =

Find the Answers

1 + 5 =	8 + 1 =	4 + 0 =	9 + 1 =	7 + 1 =	8 + 0 =
6 + 0 =	1 + 3 =	5 + 0 =	0 + 9 =	1 + 7 =	4 + 1 =
0 + 7 =	2 + 1 =	1 + 9 =	6 + 1 =	1 + 8 =	0 + 5 =

4 − 3 =	6 − 6 =	9 − 1 =	8 − 8 =	5 − 4 =	5 − 1 =
8 − 1 =	4 − 3 =	9 − 0 =	6 − 5 =	10 − 1 =	4 − 3 =
10 − 9 =	7 − 0 =	8 − 7 =	9 − 8 =	5 − 0 =	7 − 6 =

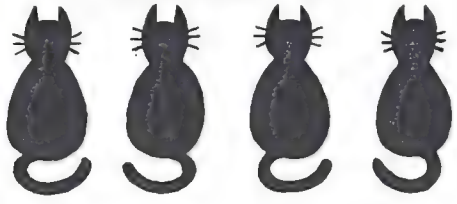
Doubles

and

are .....

2 and 2 are .....

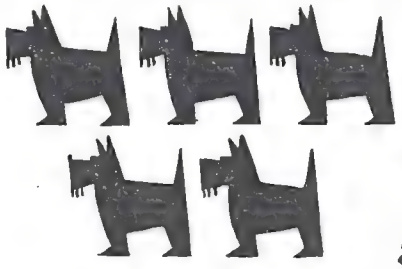
$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$



Take away 2 cats.

4 take away 2 is .....

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

and

are .....

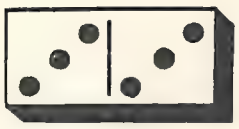
5 and 5 are .....

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

Take away 5 dogs.

10 take away 5 is .....

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -5 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$



Doubles

and are .....

3 and 3 are .....

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

Take away 3 fish.

6 take away 3 is .....

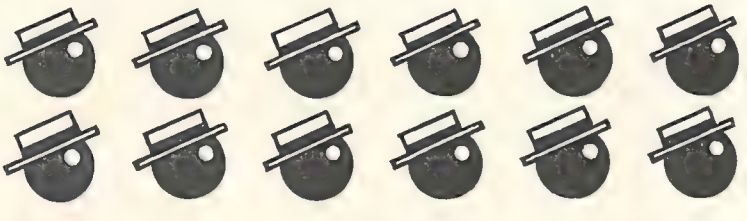
$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

and

are .....

6 and 6 are .....

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +6 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$



Take away 6 hats.

12 take away 6 is .....

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -6 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

Write the Answers

$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$

5 and ..... are 10	10 take away 5 is .....
2 and ..... are 4	4 take away 2 is .....
6 and ..... are 12	12 take away 6 is .....
3 and ..... are 6	6 take away 3 is .....

Set 1 – Practice Cards

2 +2	4 −2	5 +5	10 −5
3 +3	6 −3	6 +6	12 −6

TEACHER. — The children may make separate practice cards on heavier paper by using this page as a pattern. On one side they should write the combination, on the reverse its answer. These cards are to be used as practice cards. The children should study the various combinations by themselves. After sufficient time is allowed, they may then test their neighbors and have their neighbors test them. Encourage the children to teach themselves by learning the answers without having to count to find the answer. The teacher should then test the children. When the teacher is satisfied that the children know these combinations, she may ask them to color the picture for Set 1 on the chart on page 126.

Write the Answers

$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$

More Doubles

$$\begin{array}{r} 4 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,4 \\ \hline \end{array}$$

4 and 4 are .....

Take away 4 cows.

$$\begin{array}{r} 8 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,4 \\ \hline \end{array}$$

8 take away 4 is .....

$$\begin{array}{r} 8 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\,8 \\ \hline \end{array}$$

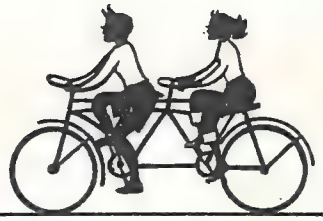
8 and 8 are .....

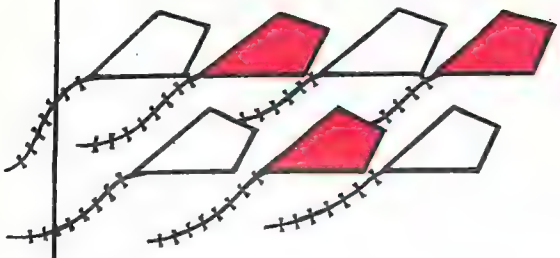
Take away 8 beds.

$$\begin{array}{r} 16 \\ -\,8 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\,8 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -\,8 \\ \hline \end{array}$$

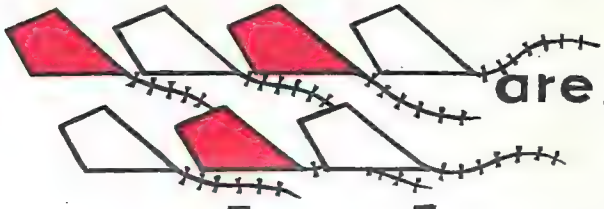
16 take away 8 is .....

More Doubles





and



are .....

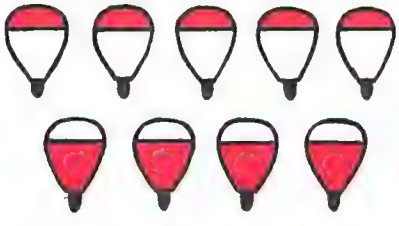
$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

7 and 7 are .....

Take away 7 kites.

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -7 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

14 take away 7 is .....

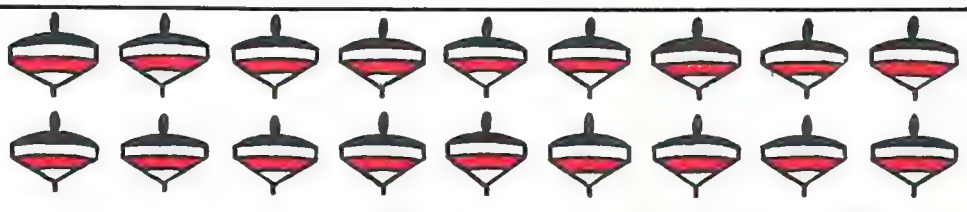


and

are .....

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +9 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

9 and 9 are .....



Take away 9 tops.

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ -9 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

18 take away 9 is .....

Write the Answers

$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$

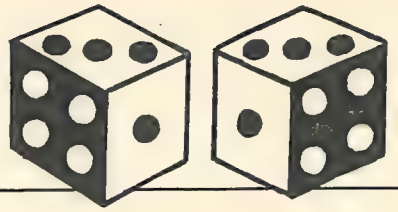
8 and ..... are 16	16 take away 8 is.....
4 and ..... are 8	8 take away 4 is.....
9 and ..... are 18	18 take away 9 is.....
7 and ..... are 14	14 take away 7 is.....

Set 2 – Practice Cards

$4 + 4 = __$	$8 - 4 = __$	$8 + 8 = __$	$16 - 8 = __$
$7 + 7 = __$	$14 - 7 = __$	$9 + 9 = __$	$18 - 9 = __$

TEACHER. — Follow the same procedure as for the first set of practice cards, page 33. Color the picture for Set 2 on page 126.

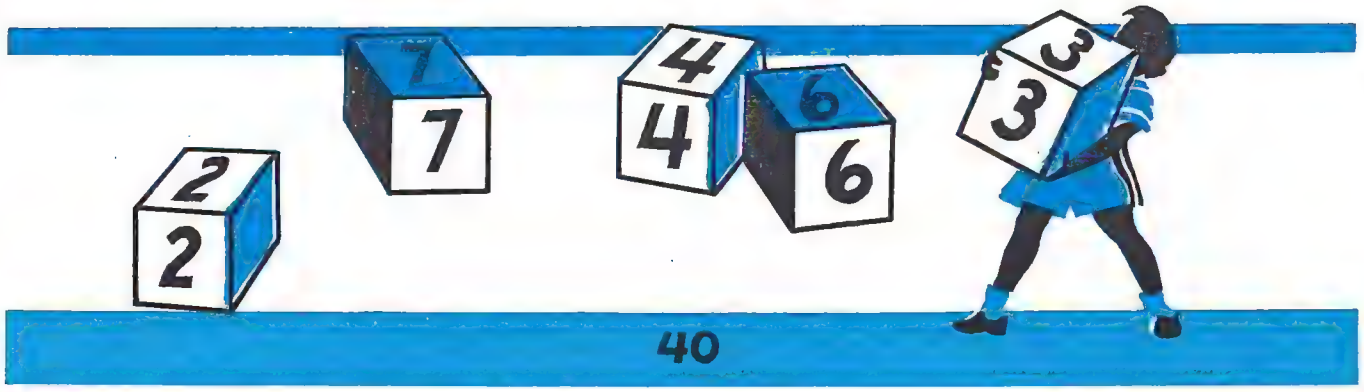
More Doubles



3 and ..... are 6	6 take away 3 is .....
6 and ..... are 12	12 take away 6 is .....
4 and ..... are 8	8 take away 4 is .....
9 and ..... are 18	18 take away 9 is .....
8 and ..... are 16	16 take away 8 is .....
5 and ..... are 10	10 take away 5 is .....
2 and ..... are 4	4 take away 2 is .....
7 and ..... are 14	14 take away 7 is .....

Add These Doubles

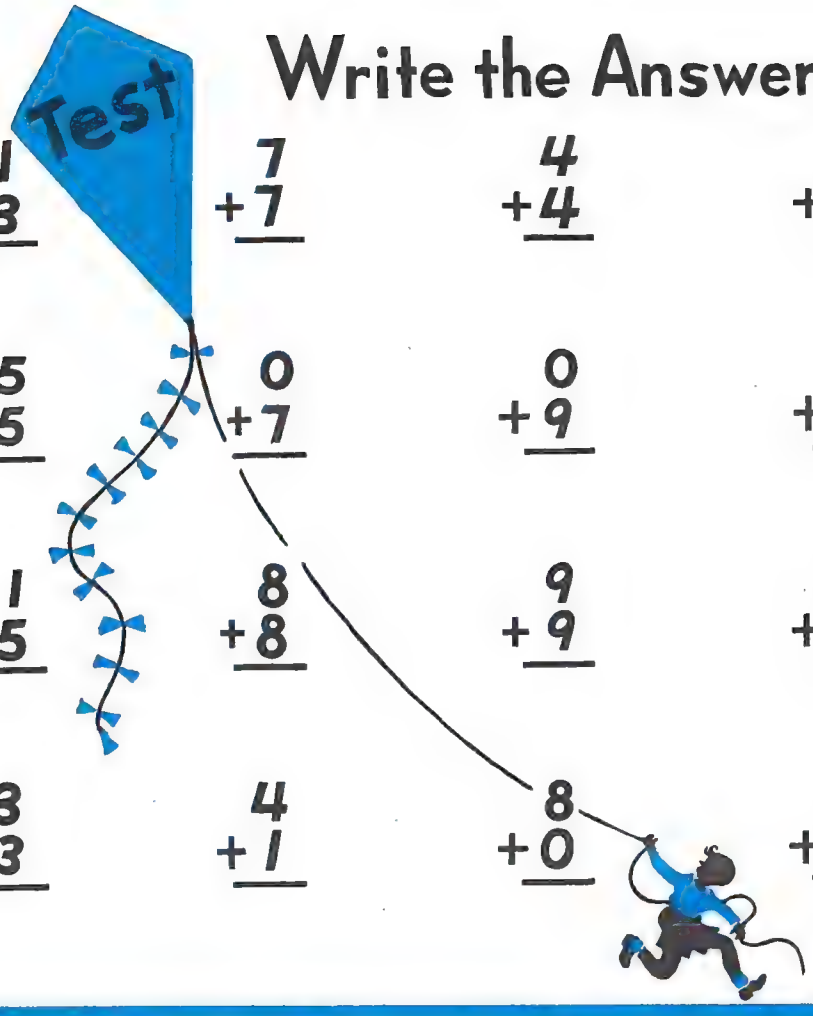
4 4	8 8	7 7	6 6
7 7	5 5	2 2	9 9
3 3	6 6	9 9	4 4
2 2	8 8	5 5	3 3



Subtract These Doubles

12 − 6 =	6 − 3 =	10 − 5 =	4 − 2 =
8 − 4 =	2 − 1 =	16 − 8 =	14 − 7 =
14 − 7 =	18 − 9 =	4 − 2 =	10 − 5 =
8 − 4 =	12 − 6 =	2 − 1 =	6 − 3 =
18 − 9 =	16 − 8 =	6 − 3 =	14 − 7 =

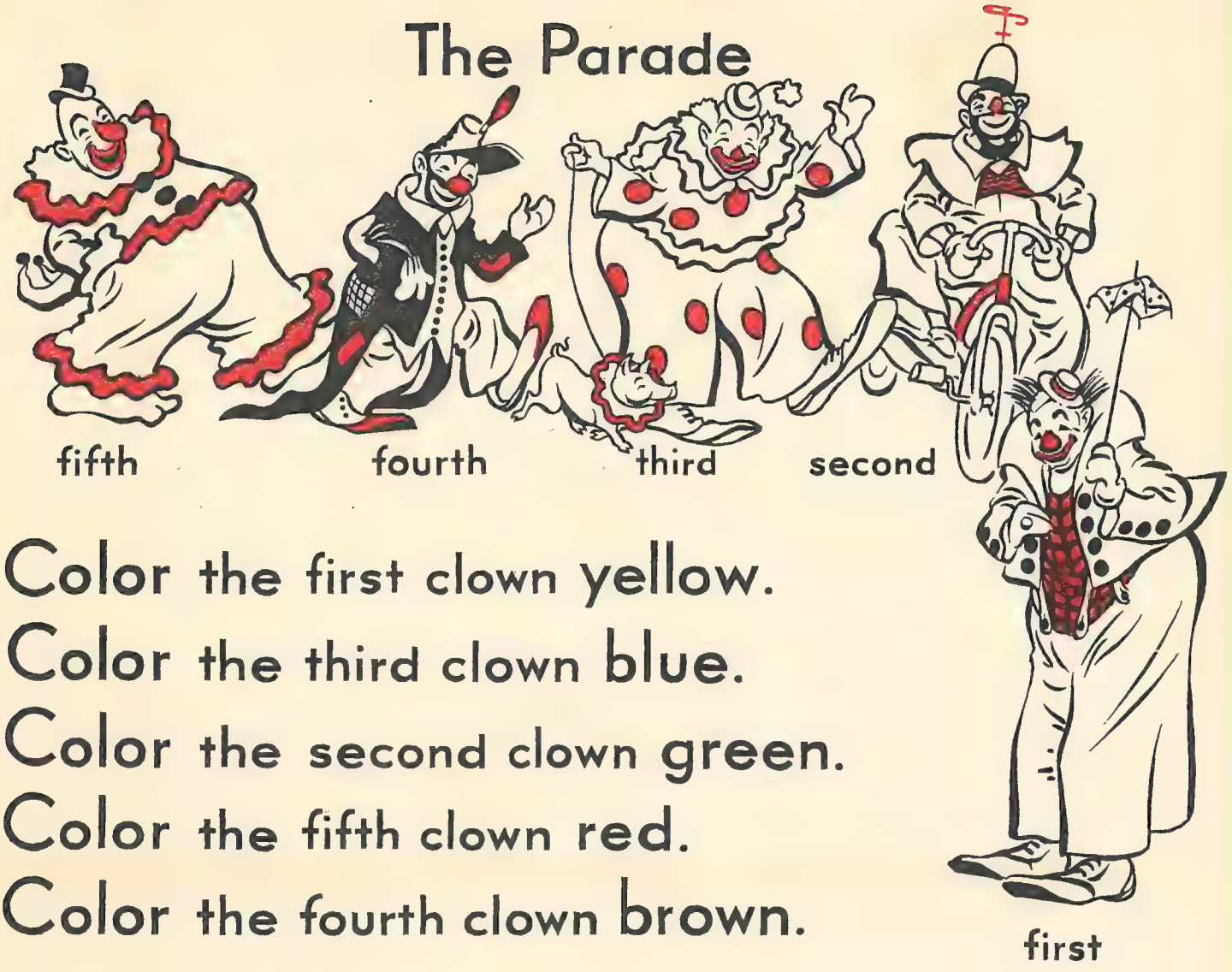
Write the Answers



1 + 3	7 + 7	4 + 4	6 + 1	5 + 0
5 + 5	0 + 7	0 + 9	8 + 1	6 + 0
1 + 5	8 + 8	9 + 9	0 + 4	1 + 9
3 + 3	4 + 1	8 + 0	1 + 7	6 + 6

6 − 1	10 − 5	9 − 8	16 − 8	9 − 1
6 − 6	7 − 6	10 − 1	4 − 2	18 − 9
8 − 1	8 − 4	7 − 7	10 − 9	14 − 7
6 − 5	12 − 6	8 − 7	7 − 0	6 − 3

The Parade



Color the first clown yellow.
Color the third clown blue.
Color the second clown green.
Color the fifth clown red.
Color the fourth clown brown.

The second clown is green.
The fifth clown is _____.
The third clown is _____.
The first clown is _____.
The fourth clown is _____.

Write the words.

first _____ _____ _____ _____

TEACHER. — The children should read this page orally before completing the work.

Adding a New Way

Tom had 3 balls. He bought one more ball. How many balls did Tom have? .....

3 balls and 1 ball are .....
3 and 1 are .....
3 + 1 = ...

Sue ate 2 cookies. She ate one more cooky. How many cookies were there? .....

2 cookies and 1 cooky are .....
2 and 1 are .....
2 + 1 = ...

Bob had 4 big balloons and one small balloon. How many balloons did Bob have? .....

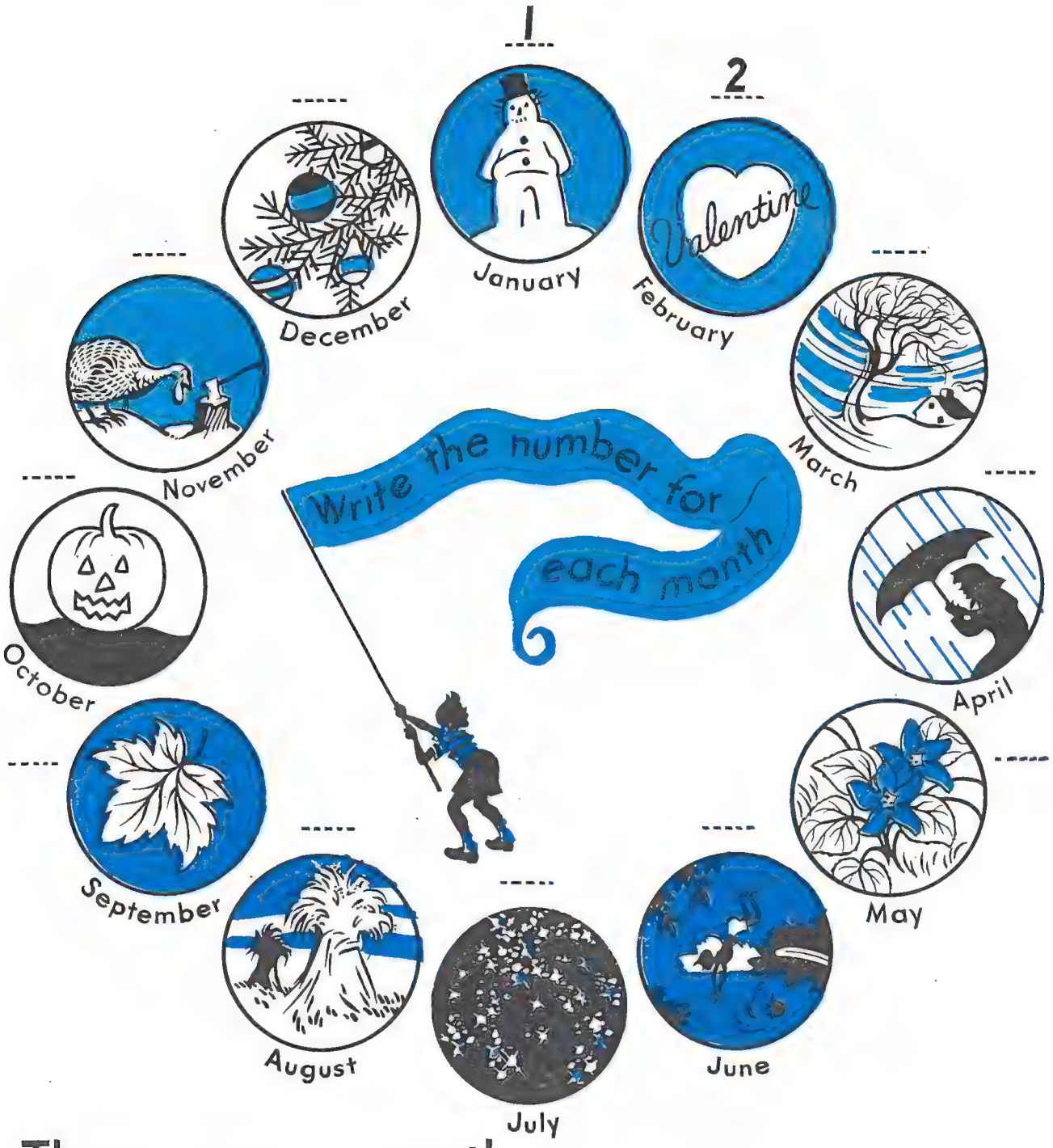
4 balloons and 1 balloon are .....
4 and 1 are .....
4 + 1 = ...

TEACHER. — The children should read this page orally before completing the work.

Write the Answers

5 + 5 = ____	5 + ____ = 10
7 + 7 = ____	7 + ____ = 14
6 + 0 = ____	6 + ____ = 6
9 + 9 = ____	9 + ____ = 18
1 + 8 = ____	1 + ____ = 9
0 + 4 = ____	0 + ____ = 4
9 + 1 = ____	9 + ____ = 10
8 + 8 = ____	8 + ____ = 16

The Twelve Months



There are ..... months.

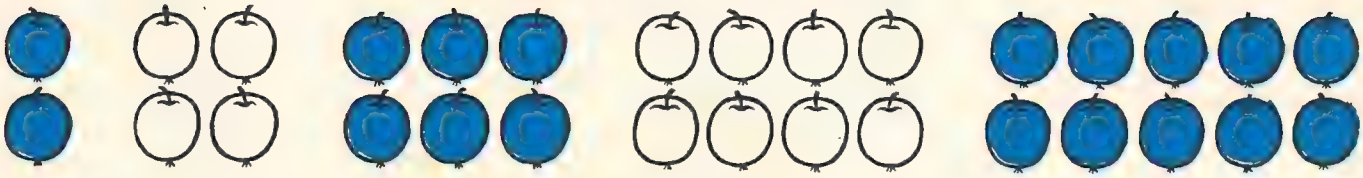
The first month is .....

The 12th month is .....

February is in ..... Winter—Summer.

July is in ..... Winter—Summer.

Count by 2's



2 ------- ------- ------- ------- -------

2, 4, 6, 8, 10 are called <u>even</u> numbers.

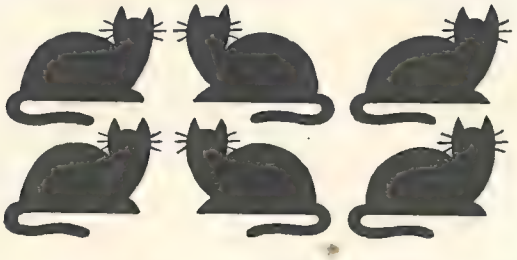
Write the even numbers.

------- ------- ------- ------- -------

and are ---------

$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$

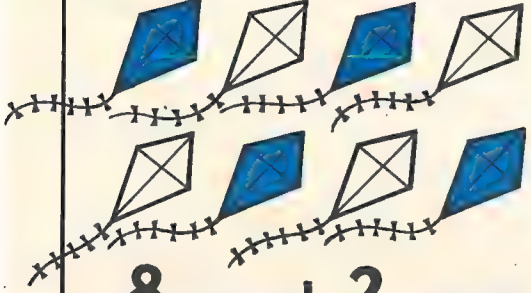
4 and 2 are ---------



and are ---------

$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$

6 and 2 are ---------



and are ---------

$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$

8 and 2 are ---------

2 4 6 8 10

When you add 2 more to an even number, the answer is the next even number.

The even number after 4 is .....
4 and 2 are .....

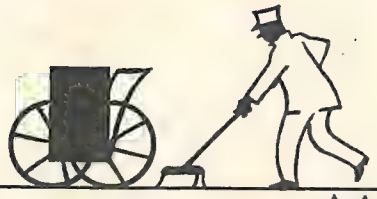
The even number after 6 is .....
6 and 2 are .....

The even number after 8 is .....
8 and 2 are .....

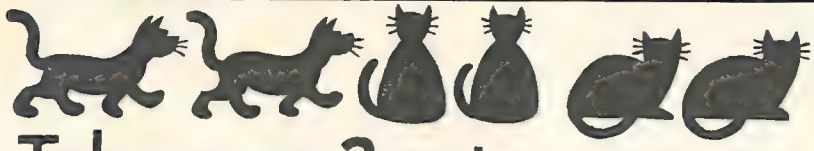
6 and 2 are	2 and 6 are .....
4 and 2 are	2 and 4 are .....
8 and 2 are	2 and 8 are .....

6 +2	2 +8	4 +2
8 +2	2 +4	2 +6

TEACHER. — The children should read this page orally before completing the work.



Take Away



Take away 2 cats.

6 take away 2 is .....

$\begin{array}{r} 6 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,2 \\ \hline \end{array}$

Take away 4 cats.

6 take away 4 is .....

$\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$

These 3 numbers go together.

4 2 6

$\begin{array}{r} 4 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,4 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$

Take away 2 boys.

8 take away 2 is .....

$\begin{array}{r} 8 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,2 \\ \hline \end{array}$

Take away 6 boys.

8 take away 6 is .....

$\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$

These 3 numbers go together.

6 2 8

$\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,6 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$

Take Away

Take away 2 girls.
10 take away 2 is .....

$$\begin{array}{r} 10 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,2 \\ \hline \end{array}$$

Take away 8 girls.
10 take away 8 is .....

$$\begin{array}{r} 10 \\ -\,8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,8 \\ \hline \end{array}$$

These 3 numbers go together.

8 2 10

$$\begin{array}{r} 8 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,8 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\,8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\,2 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$$

Write the even numbers.

....

Write the even numbers from 10 back to 2

10 ..... 6 2

10 ....

When you take away 2 from an even number, the answer is the even number before it.

10 take away 2

The even number before 10 is .....

$\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -\ 2 \\ \hline \end{array}$

6 take away 2

The even number before 6 is .....

$\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array}$

8 take away 2

The even number before 8 is .....

$\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ -\ 2 \\ \hline \end{array}$

TEACHER. — Give oral practice by saying one of the even numbers and asking the children to say the even number that comes before it. Do this several times with each even number.

The children should read the page orally before completing the work.

Take Away

6 take away 2 is	6 take away 4 is .....
10 take away 2 is	10 take away 8 is .....
8 take away 2 is -----	8 take away 6 is -----

Write the missing numbers.

$\begin{array}{r} 2 \\ +__ \\ \hline 6 \end{array}$	$\begin{array}{r} 4 \\ +__ \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ -__ \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ -__ \\ \hline 2 \end{array}$
$\begin{array}{r} 8 \\ +__ \\ \hline 10 \end{array}$	$\begin{array}{r} 2 \\ +__ \\ \hline 10 \end{array}$	$\begin{array}{r} 10 \\ -__ \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ -__ \\ \hline 2 \end{array}$
$\begin{array}{r} 6 \\ +__ \\ \hline 8 \end{array}$	$\begin{array}{r} 2 \\ +__ \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ -__ \\ \hline 6 \end{array}$	$\begin{array}{r} 8 \\ -__ \\ \hline 2 \end{array}$

Odd Numbers

1 2 3 4 5 6 7 8 9 10

1, 3, 5, 7, 9 are called <u>odd</u> numbers.

Write the odd numbers.

1 _____ 5 _____ 9

1 _____ _____ _____ _____

1 _____ _____ _____ _____

Write the odd number that comes next.

5 _____ 3 _____ 7 _____

Write the even numbers.

2 _____ _____ _____ _____

Write the odd numbers.

1 _____ _____ _____ _____

TEACHER. — Lead the children to discover that the odd numbers are every other number starting with one. Children should read the page orally before completing the work.

and are .....

3 and 2 are .....

$\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,3 \\ \hline \end{array}$

and are .....

5 and 2 are .....

$\begin{array}{r} 5 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$

and are .....

7 and 2 are .....

$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$

1 3 5 7 9

When you add 2 more to an odd number, the answer is the next odd number.

The odd number after 5 is .....

5 and 2 are .....

5 + 2 = ...

$$\begin{array}{r} 5 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$$

The odd number after 3 is .....

3 and 2 are .....

3 + 2 = ...

$$\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,3 \\ \hline \end{array}$$

The odd number after 7 is .....

7 and 2 are .....

7 + 2 = ...

$$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\,2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$$

TEACHER. — The children should first read this page orally.

Set 3 - Practice Cards

$3 + 2 = __$	$2 + 3 = __$	$4 + 2 = __$	$2 + 4 = __$
$5 + 2 = __$	$2 + 5 = __$	$6 + 2 = __$	$2 + 6 = __$
$7 + 2 = __$	$2 + 7 = __$	$8 + 2 = __$	$2 + 8 = __$

TEACHER. — Children may make practice cards using these combinations. They should teach themselves as with previous practice cards. When they know them, they may color the picture for Set 3 on the chart on page 126.

Take Away

Take away 2 stores.
5 take away 2 is _____

$$\begin{array}{r} 5 \\ -2 \end{array} \quad \begin{array}{r} 5 \\ -2 \end{array} \quad \begin{array}{r} 5 \\ -2 \end{array}$$

Take away 3 stores.
5 take away 3 is _____

$$\begin{array}{r} 5 \\ -3 \end{array} \quad \begin{array}{r} 5 \\ -3 \end{array} \quad \begin{array}{r} 5 \\ -3 \end{array}$$

These 3 numbers go together.

3 2 5

$$\begin{array}{r} 3 \\ +2 \end{array} \quad \begin{array}{r} 2 \\ +3 \end{array} \quad \begin{array}{r} 5 \\ -2 \end{array} \quad \begin{array}{r} 5 \\ -3 \end{array}$$

Take away 2 houses.
7 take away 2 is _____

$$\begin{array}{r} 7 \\ -2 \end{array} \quad \begin{array}{r} 7 \\ -2 \end{array} \quad \begin{array}{r} 7 \\ -2 \end{array}$$

Take away 5 houses.
7 take away 5 is _____

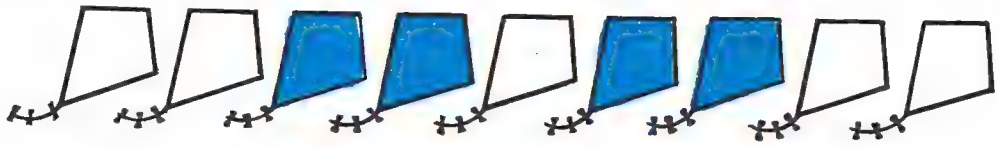
$$\begin{array}{r} 7 \\ -5 \end{array} \quad \begin{array}{r} 7 \\ -5 \end{array} \quad \begin{array}{r} 7 \\ -5 \end{array}$$

These 3 numbers go together.

5 2 7

$$\begin{array}{r} 5 \\ +2 \end{array} \quad \begin{array}{r} 2 \\ +5 \end{array} \quad \begin{array}{r} 7 \\ -2 \end{array} \quad \begin{array}{r} 7 \\ -5 \end{array}$$

Take Away



Take away 2 kites.
9 take away 2 is .....

$\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$

Take away 7 kites.
9 take away 7 is .....

$\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$

These 3 numbers go together.

7 2 9

$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$

Write the answers.

$\begin{array}{r} 5 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\,5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -\,5 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\,7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\,3 \\ \hline \end{array}$

Write the odd numbers.

1 ....

Write the odd numbers from 9 back to 1

9 ..... 5 1

9 1

9 ....

When you take away 2 from an odd number, the answer is the odd number before it.

The odd number before 9 is .....
9 take away 2 is .....

$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$

The odd number before 5 is .....
5 take away 2 is .....

$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$

The odd number before 7 is .....
7 take away 2 is .....

$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$

Take Away

5 take away 2 is	5 take away 3 is .....
9 take away 2 is	9 take away 7 is .....
7 take away 2 is	7 take away 5 is .....

Write the missing numbers.

$3 + _ = 5$	$2 + _ = 5$	$5 - _ = 3$	$5 - _ = 2$
$7 + _ = 9$	$2 + _ = 9$	$9 - _ = 7$	$9 - _ = 2$
$5 + _ = 7$	$2 + _ = 7$	$7 - _ = 5$	$7 - _ = 2$

Set 4 – Practice Cards

$\begin{array}{r} 5 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -\,3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -\,4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -\,5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -\,6 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\,7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -\,2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -\,8 \\ \hline \end{array}$

TEACHER. — Same directions as those for page 56.

Add and Subtract

8 + 2	2 + 7	5 + 2	7 + 2	2 + 6	5 + 2
4 + 2	2 + 6	2 + 8	6 + 2	2 + 4	2 + 7

8 − 2	5 − 3	6 − 4	7 − 2	9 − 2	7 − 5
8 − 6	10 − 8	6 − 2	10 − 2	5 − 2	9 − 7

7 − 2	8 − 6	9 − 2	7 − 5	10 − 2	5 − 3
10 − 8	5 − 2	9 − 7	6 − 2	8 − 2	6 − 4

Read these numbers.

$$\begin{array}{r} 43 \\ +\,22 \\ \hline \end{array}$$

.....

There are ..... ones in the top number.
There are ..... ones in the other number.
Add the 3 ones and the 2 ones. Write the answer.

There are ..... tens in the top number.
There are ..... tens in the other number.
Add the 4 tens and the 2 tens. Write the answer.

Read these numbers.

$$\begin{array}{r} 52 \\ +\,26 \\ \hline \end{array}$$

.....

There are ..... ones in the top number.
There are ..... ones in the other number.
Add the 2 ones and the 6 ones. Write the answer.

There are ..... tens in the top number.
There are ..... tens in the other number.
Add the 5 tens and the 2 tens. Write the answer.

Add the ones first.

TEACHER. — Have the children read this page orally.

Add the Ones First

90 +93 3	26 +82 8	94 +12	60 +24
15 +92	42 +47	81 +87	32 +35
51 +56	38 +30	24 +62	78 +71
66 +61	91 +18	82 +84	27 +62
25 +81	22 +73	73 +72	87 +21

TEACHER. — Do examples of this type first on the blackboard. Emphasize that the ones column must be added first, then the tens column. Stress the correct placement of answers — ones under the ones column, tens under the tens column.

Which numbers do you add first?

71 + 6	87 + 1	73 + 2	92 + 4
7 +62	5 +42	8 +11	2 +93
70 + 6	92 + 5	21 + 8	82 + 7
4 +42	30 + 9	6 +12	31 + 8
4 +21	1 +47	50 + 8	72 + 6

TEACHER. — Demonstrate on the blackboard several examples, showing addition with one place lower addend, or one place upper addend. Stress the placement of one place figure in ones column.

Subtract the Ones First

Say 7 take away 6 is .....
Say 10 take away 1 is .....

107 -16	149 -71	184 -93	65 -30
106 -82	145 -74	79 -20	88 -46
68 -42	104 -51	98 -82	109 -87
109 -27	127 -61	107 -96	48 -27
106 -85	169 -82	78 -51	102 -22

TEACHER. — Emphasize that the ones column must be subtracted first. Stress the correct placement of answers — ones under the ones column, etc.

More Subtraction

Which numbers do you subtract first?

109 − 1	78 − 7	166 − 5	89 − 7
67 − 5	87 − 1	48 − 2	59 − 8
27 − 2	36 − 5	98 − 7	147 − 6
106 − 2	68 − 6	68 − 1	95 − 2
89 − 2	65 − 3	96 − 1	87 − 2

TEACHER. — Demonstrate on the board examples of subtraction with two-place minuend and one-place subtrahend. Stress the correct placement of one-place subtrahend.

More Addition

Which numbers do you add first?

62 + 7	83 +23	20 +69	53 +21
97 +92	1 +58	82 +86	70 +24
24 +84	68 +20	42 +27	21 +84
62 +24	82 +21	72 + 5	26 +70
52 +23	12 +67	2 +34	72 +26

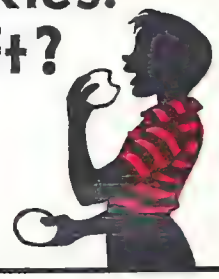
More Subtraction

Which numbers do you subtract first?

99 −7	105 −84	107 −20	59 −31
105 −22	167 −82	149 −70	108 −2
86 −1	78 −56	107 −85	108 −28
106 −86	79 −2	68 −27	146 −74
108 −86	87 −5	89 −62	89 −77

Problems

Jim had *10* cookies. He ate 2 cookies. How many cookies did he have left?



_____

Bob had 8 tops. He bought 2 more tops. How many tops did he have then?

_____

Jane had 7 birds. One day *5* birds flew away. How many birds were left?

_____

Mary had *5* dollars. Mother gave her *2* more dollars. How many dollars did Mary have?

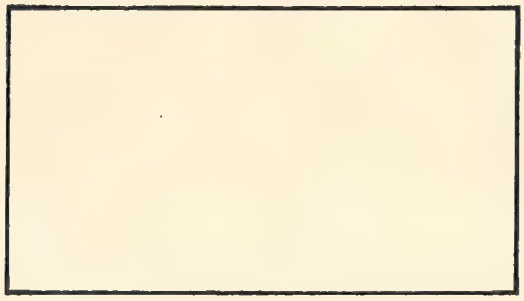
$_____

Ann had 7 books. She read 2 of them. How many more books does she have to read?

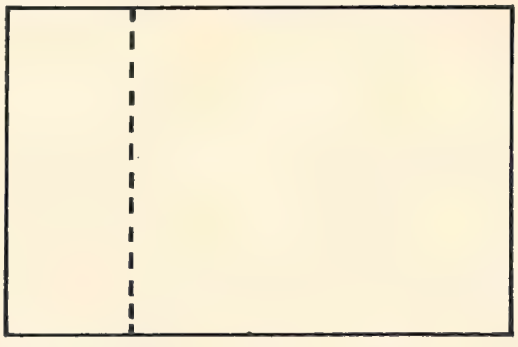
_____

TEACHER. — Allow the class to read these problems orally. They may then write in the correct answers.

One Half $\frac{1}{2}$



You have been given a piece of paper like this.
Fold your paper into 2 parts.



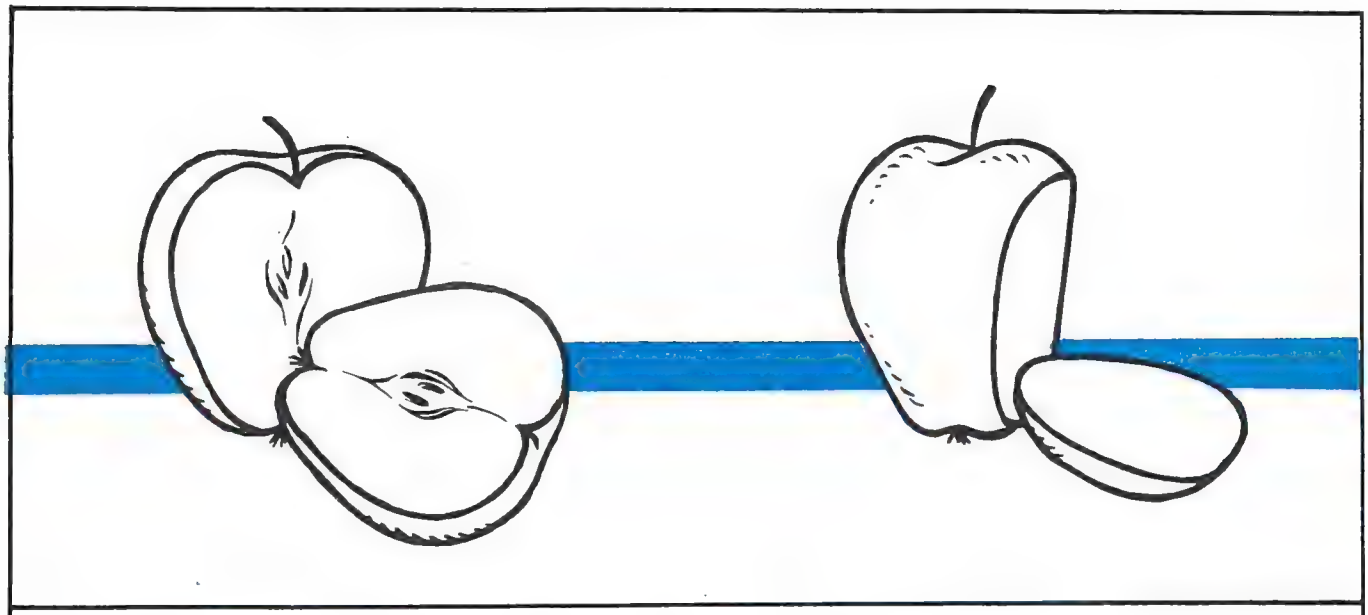
Tom folded his paper like this.
Each part is $\frac{1}{2}$
Write $\frac{1}{2}$ in each part.

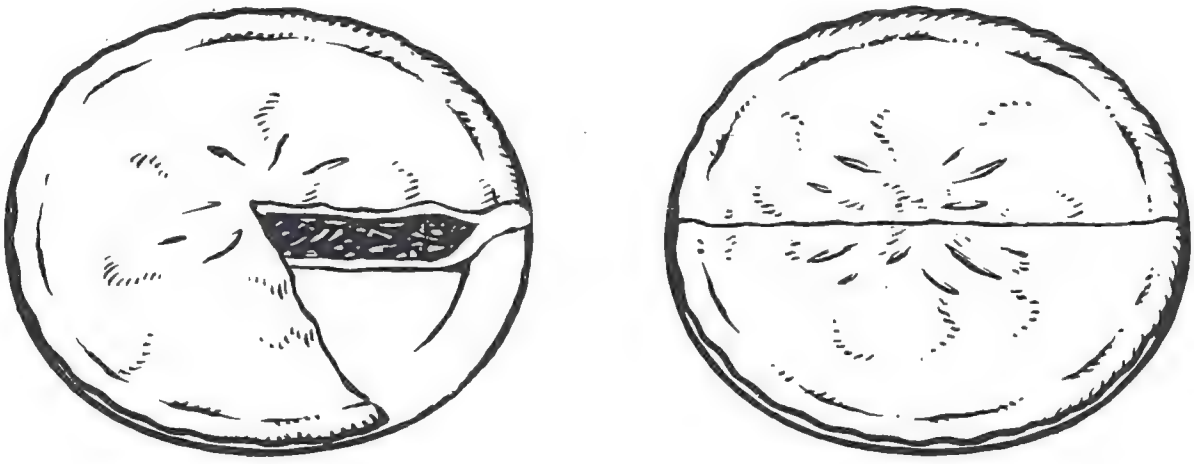
Mary folded her paper like this.
Is each part $\frac{1}{2}$?
Why?

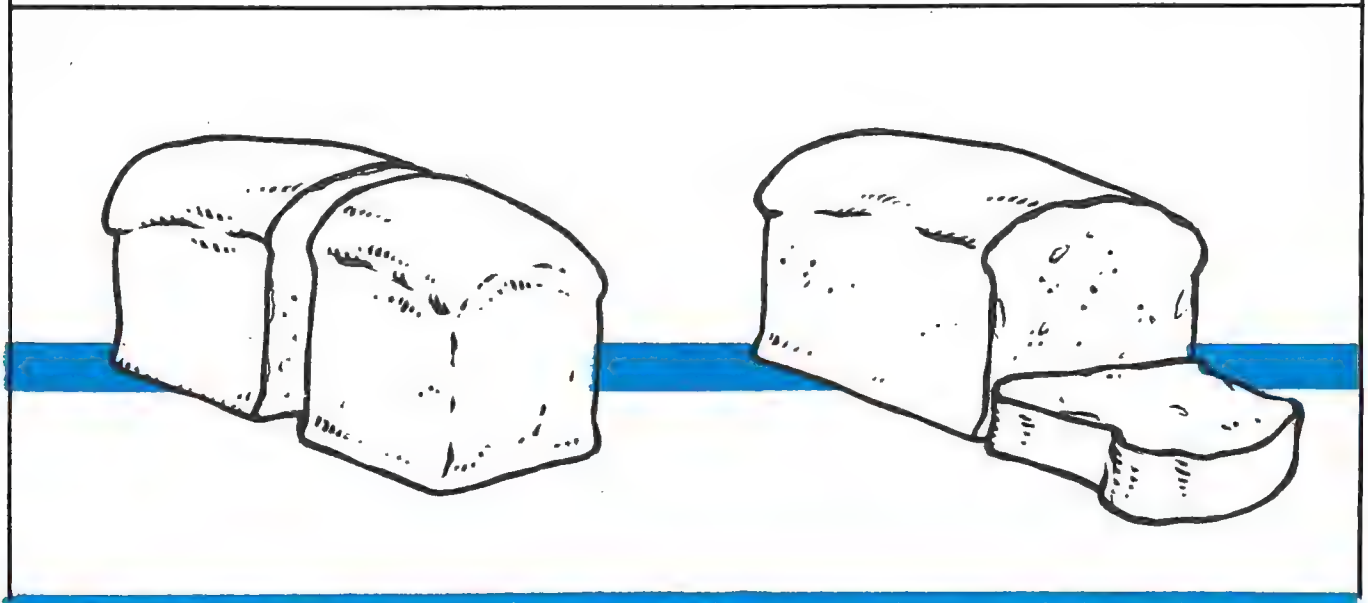
When we divide something into 2 parts which are the same size, each part is called one half.
One half is written $\frac{1}{2}$

TEACHER. — Give each child a piece of paper and ask to have it folded into two parts. Hold up the papers of different children, and let the class decide which are folded in half and why.
The children are to read this page orally.

Which are cut in half? Color only the halves.

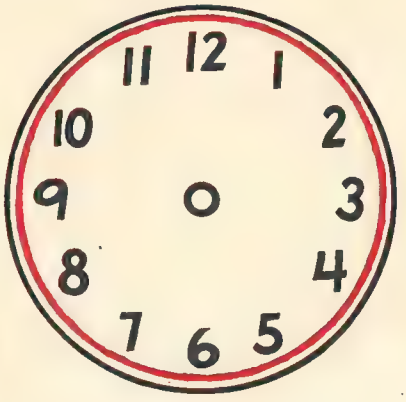






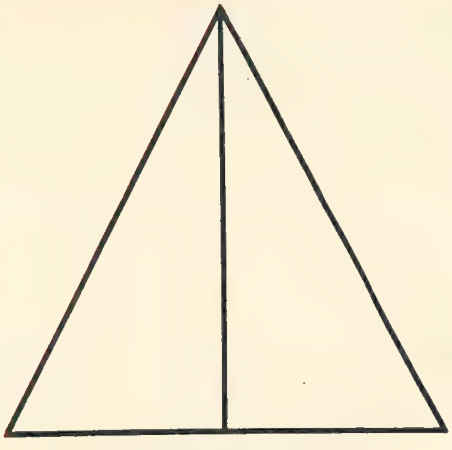
One Half $\frac{1}{2}$

Draw a line to make 2 halves.
Write $\frac{1}{2}$ in each part.
Color $\frac{1}{2}$ of the square.



Draw a line from the 12 to the 6 to make 2 halves.
Write $\frac{1}{2}$ in each part.
Color $\frac{1}{2}$ of the clock.

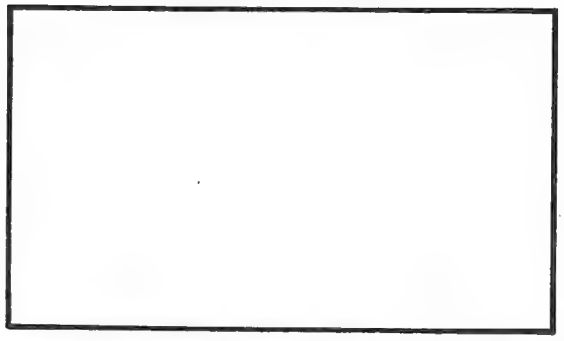
Draw a line to make 2 halves.
Write $\frac{1}{2}$ in each part.
Color $\frac{1}{2}$ of the rectangle.



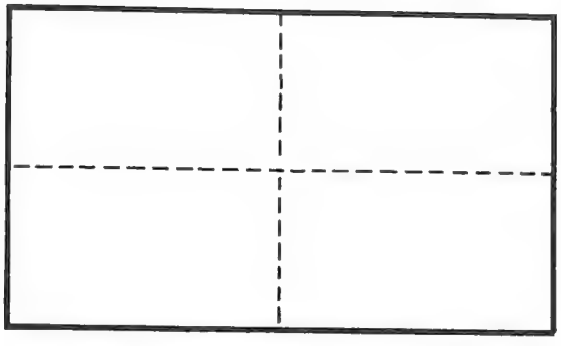
The line makes 2 halves.
Write $\frac{1}{2}$ in each part.
Color $\frac{1}{2}$ of the triangle.

TEACHER. — Allow the children to discuss the difference in shape of the square, circle, rectangle, and triangle. The children are to read this page orally.

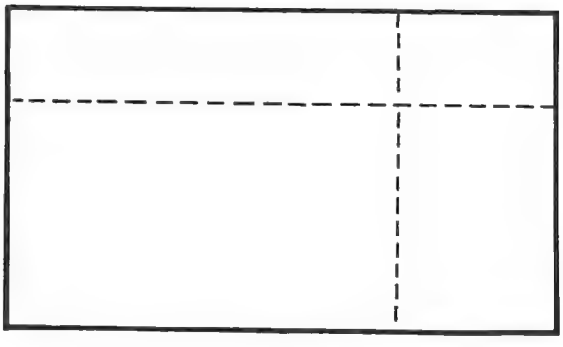
One Fourth $\frac{1}{4}$



You have been given a piece of paper like this.
Fold your paper into 4 parts.



Bob folded his paper like this.
Each part is $\frac{1}{4}$
Write $\frac{1}{4}$ in each part.

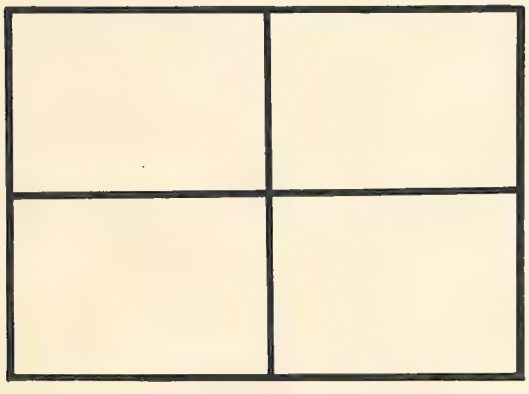


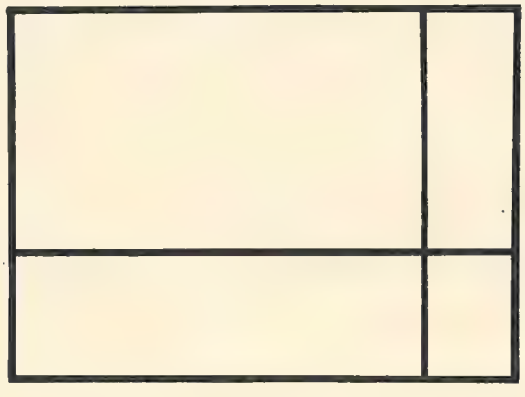
Jane folded her paper like this.
Is each part a $\frac{1}{4}$?
Why?

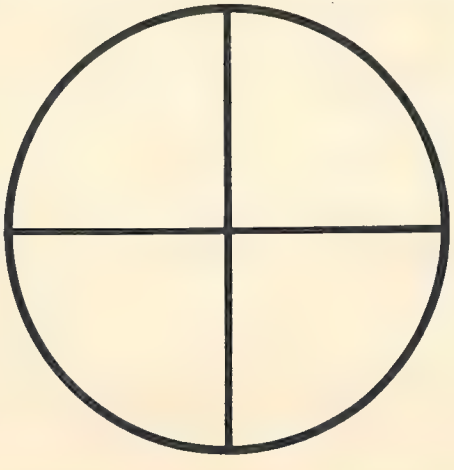
When we divide something into 4 parts which are the same size, each part is called one fourth or one quarter. One fourth is written $\frac{1}{4}$

TEACHER. — Give each child a piece of paper and ask to have it folded into four parts. Hold up the papers of different children and let the class decide which are folded into fourths and why.
The children are to read this page orally.

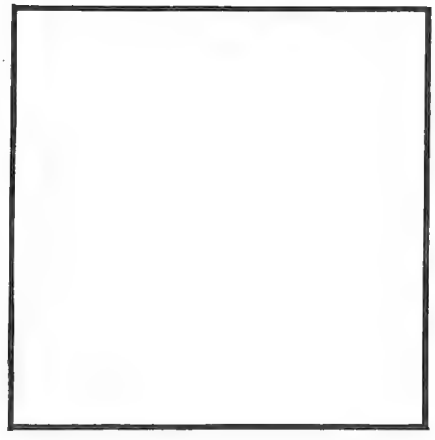
Which are cut into fourths? Color only the fourths.



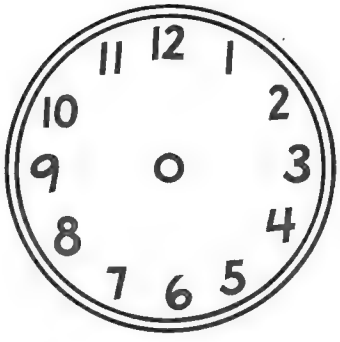




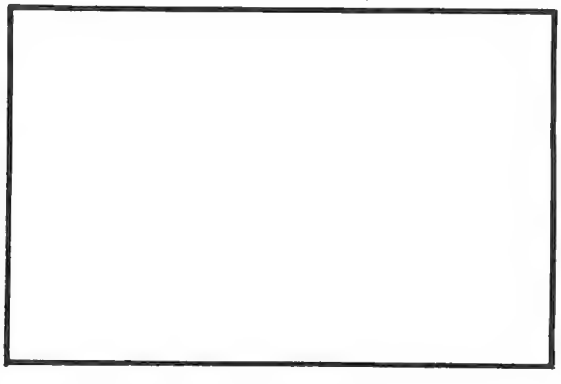
One Fourth $\frac{1}{4}$



Draw lines to make
4 fourths.
Write $\frac{1}{4}$ in each part.
Color $\frac{1}{4}$ of the square.



Draw a line from the
12 to the 6
Draw a line from the
9 to the 3
Write $\frac{1}{4}$ in each part.
Color $\frac{1}{4}$ of the clock.



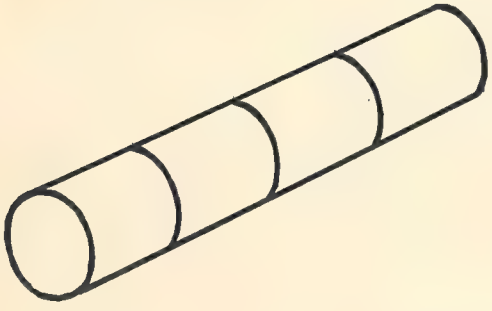
Draw lines to make
4 fourths.
Write $\frac{1}{4}$ in each part.
Color $\frac{1}{4}$ of the rectangle.

Draw lines to make
4 fourths.
Write $\frac{1}{4}$ in each part.
Color $\frac{1}{4}$ of the cake.

Draw a line around the right answer.
Color the pictures.

Each part of this cake is —

$\frac{1}{4}$ $\frac{1}{2}$



Each part of this candy is —

$\frac{1}{4}$ $\frac{1}{2}$

Each part of this rectangle is —

$\frac{1}{4}$ $\frac{1}{2}$

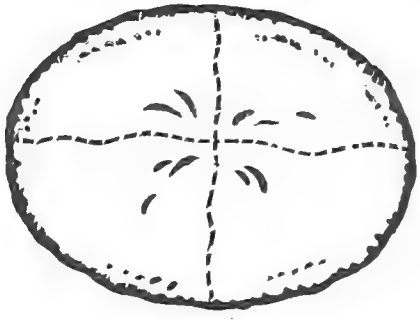
Each part of this box is —

$\frac{1}{4}$ $\frac{1}{2}$

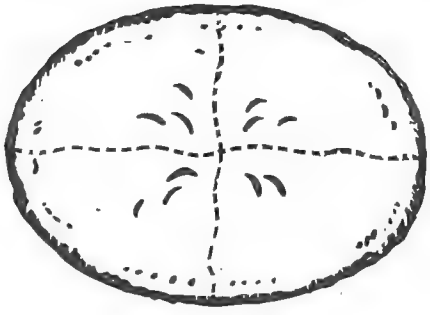
How Big?

Which is larger? Which is smaller?

Color $\frac{1}{2}$ of this pie.

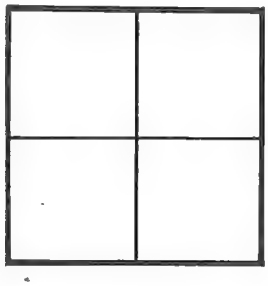


Color $\frac{1}{4}$ of this pie.

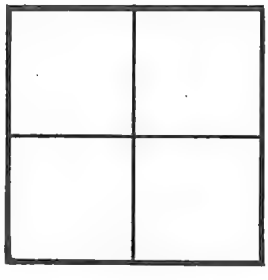


Which is larger? $\frac{1}{4}$ $\frac{1}{2}$

Color $\frac{1}{4}$ of this square.

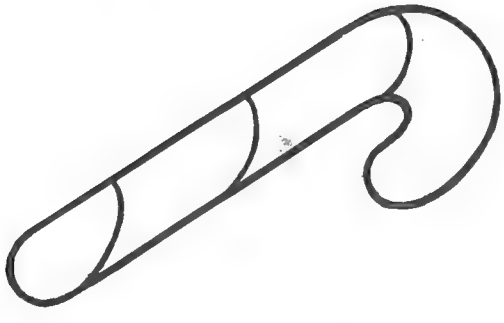


Color $\frac{1}{2}$ of this square.

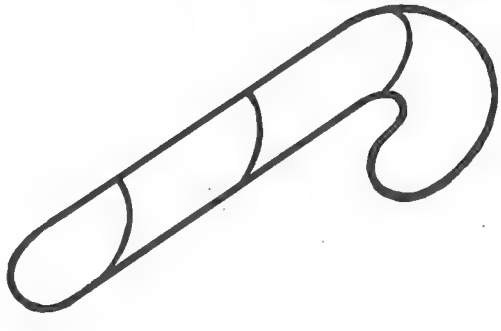


Which is smaller? $\frac{1}{4}$ $\frac{1}{2}$

Color $\frac{1}{2}$ of this candy.



Color $\frac{1}{4}$ of this candy.

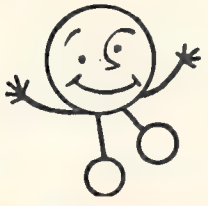


Which is larger? $\frac{1}{4}$ $\frac{1}{2}$

TEACHER. — As examples, use objects or the pupils themselves to demonstrate the meaning of larger and smaller. The children are to read this page orally. They should then draw a line around each correct answer.

Can You Tell Time?

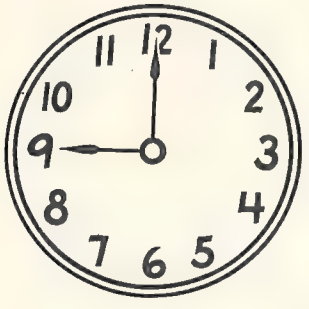
A Riddle – What has a face and 2 hands, but no body? .....



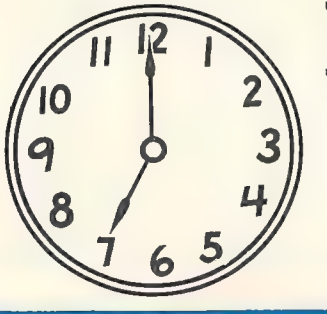
A clock has a face and 2 hands.
It has a long hand and a short hand.

The long hand is the minute hand.
The short hand is the hour hand.

The long minute hand is at 12
The short hour hand is at .....
It is 3 o'clock.



The long minute hand is at 12
The short hour hand is at .....
It is ..... o'clock.

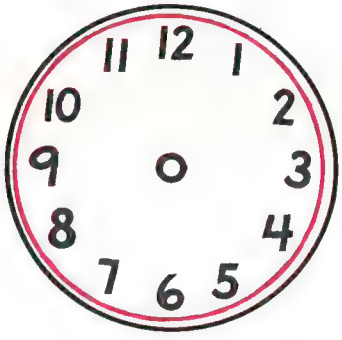


The long minute hand is at .....
The short hour hand is at .....
It is ..... o'clock.

TEACHER. — The children should make clocks of paper plates or cardboard. The hands may be fastened with a round head fastener, so that the hands can move. Have the children write the hours on their clocks.
The children should read this page orally, and then fill in the blanks in the boxes.

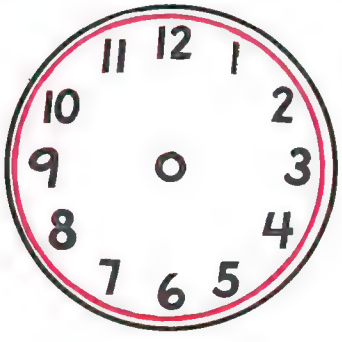
When the long minute hand is at 12 the clock says o'clock.

Draw the hands so the clocks will tell time.

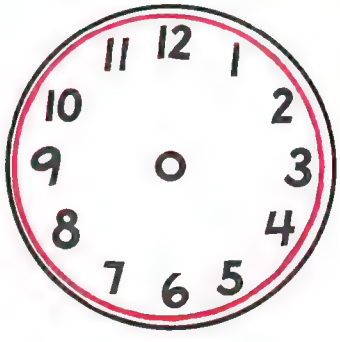


4 o'clock

8 o'clock

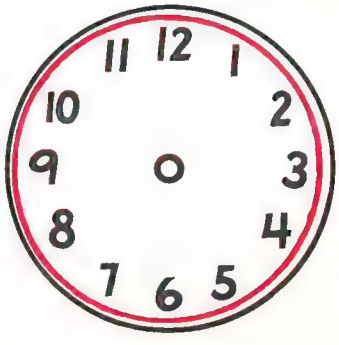


10 o'clock



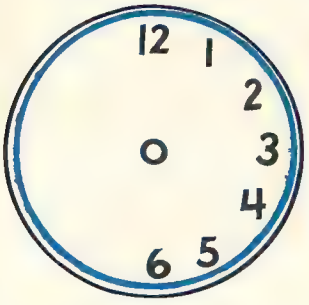
6 o'clock

7 o'clock



2 o'clock

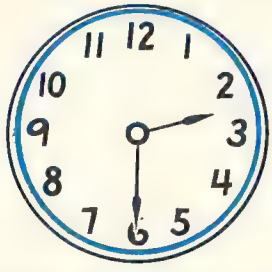
Half Past



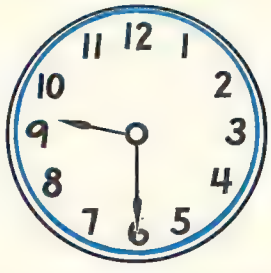
Draw a line from the 12 to the 6 to make 2 halves.
Each part is .....
Color the half where the numbers are.

The long minute hand starts at the 12
It goes around and around the clock.
When it gets to the 6, it has gone half way around the clock.
Draw the long minute hand at the 6 with your black crayon.

When the long minute hand is at the 6 the clock says half past.



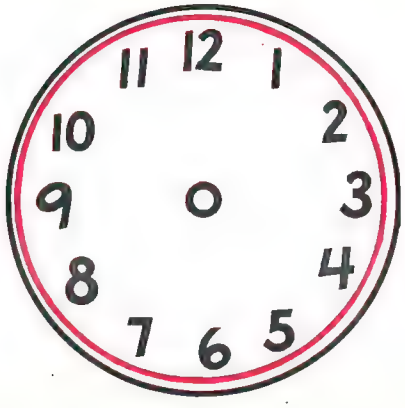
The long minute hand is at the 6
The short hour hand is past the .....
It is half past 2



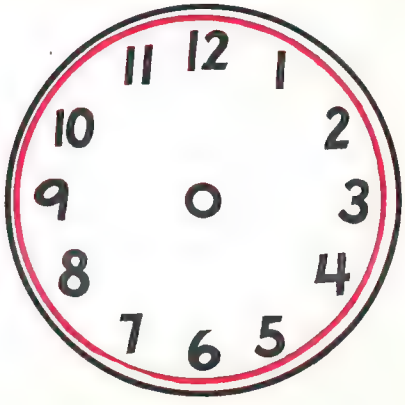
The long minute hand is at the .....
The short hour hand is past the .....
It is half past.....

TEACHER. — Show the children the direction in which the hands move. Let them move the long hand all around the clock to make a complete circle, then halfway round to the six, starting always at the twelve. Direct their attention to the short hand, and be sure that they understand why it is always past one number and on the way to the next number.

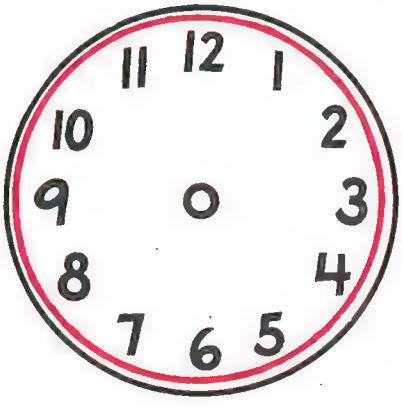
Draw the hands so the clock says —



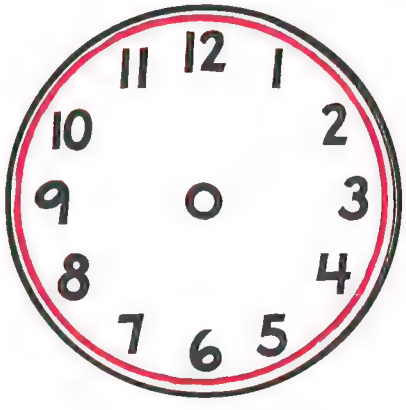
half past 4



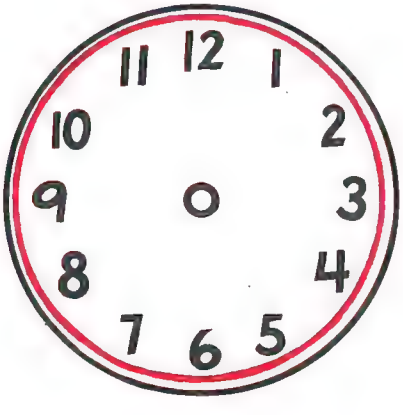
half past 7



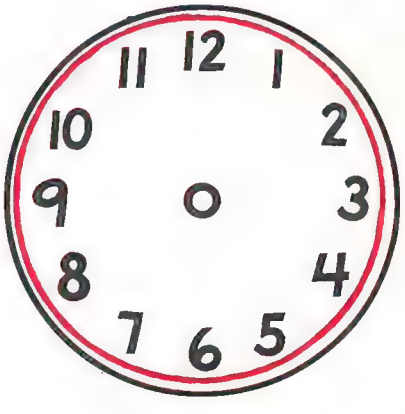
half past 9



half past 3



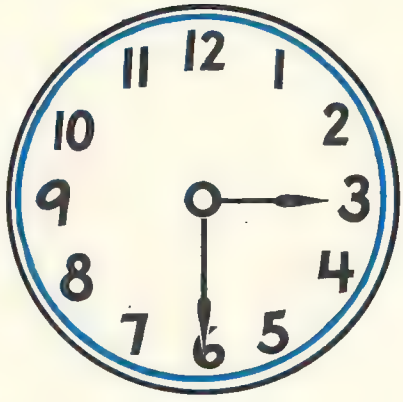
half past 2



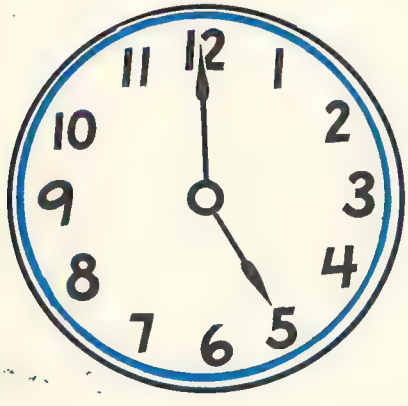
half past 12

What time is it ?

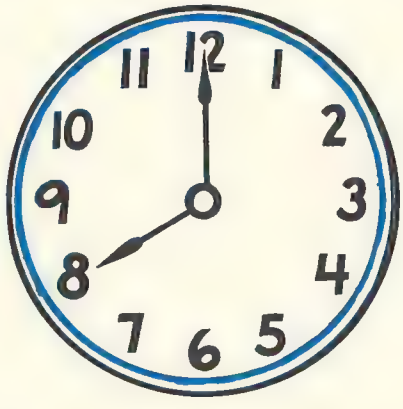
half past .....



half past .....

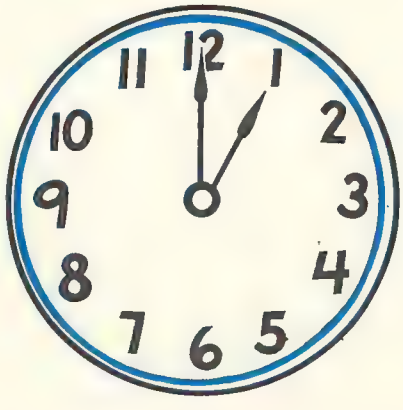


..... o'clock



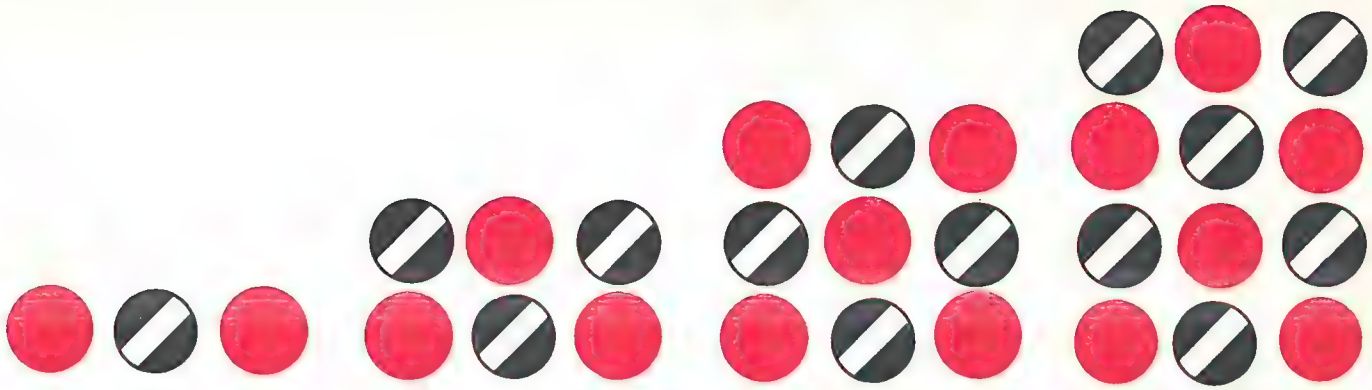
..... o'clock

half past .....



..... o'clock

Count by 3's



3 _____ _____ _____

Count by 10's.

10 _____ _____ _____ _____ _____ _____

_____ _____ _____ 100 _____

Count by 5's.

5 _____ _____ _____ _____ _____ _____

_____ _____ _____ 50 _____

Count by 2's.

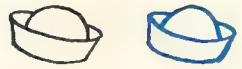
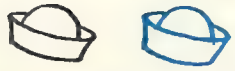
2 _____ _____ _____ _____ _____ _____ _____ _____

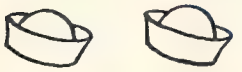
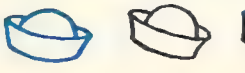
_____ _____ _____ _____ _____ _____ 30 _____

Count by 3's.

3 _____ _____ _____ _____

New Addition

 and  are _____

 and  are _____

3 and 4 are 1 more than 3 and 3

3 and 3 are _____
3 and 3 are _____
3 and 3 are _____

3 and 4 are _____
3 and 4 are _____
3 and 4 are _____

3	3	3	3	3	3
+3	+4	+3	+4	+3	+4
___	___	___	___	___	___

3 and 4 are _____
3 and 4 are _____
3 and 4 are _____

4 and 3 are _____
4 and 3 are _____
4 and 3 are _____

3	4	3	4	3	4
+4	+3	+4	+3	+4	+3
___	___	___	___	___	___

Subtract

Take away 3 firemen.
7 take away 3 is _____
3 from 7 is _____

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

Take away 4 firemen.
7 take away 4 is _____
4 from 7 is _____

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

These 3 numbers go together.

4 3 7

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

4 + 3 = _____
3 + 4 = _____

7 − 3 = _____
7 − 4 = _____

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

Add One More

and are _____

and are _____

4 and 5 are 1 more than 4 and 4

4 and 4 are _____
4 and 4 are _____
4 and 4 are _____

4 and 5 are _____
4 and 5 are _____
4 and 5 are _____

4	4	4	4	4	4
+4	+5	+4	+5	+4	+5
___	___	___	___	___	___

4 and 5 are _____
4 and 5 are _____
4 and 5 are _____

5 and 4 are _____
5 and 4 are _____
5 and 4 are _____

4	5	4	5	4	5
+5	+4	+5	+4	+5	+4
___	___	___	___	___	___

Subtract

Take away 4 axes.
9 take away 4 is _____
4 from 9 is _____

$$\begin{array}{r} 9 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,4 \\ \hline \end{array}$$

Take away 5 axes.
9 take away 5 is _____
5 from 9 is _____

$$\begin{array}{r} 9 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,5 \\ \hline \end{array}$$

These 3 numbers go together.

5 4 9

$$\begin{array}{r} 5 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,5 \\ \hline \end{array}$$

$5+4=$ _____
$4+5=$ _____

$9-4=$ _____
$9-5=$ _____

$$\begin{array}{r} 4 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\,4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,4 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,5 \\ \hline \end{array}$$

More Addition

Mary has balls.

Bob has balls.

Together they have _____ balls.
Mary gives 1 of her balls to Bob.
Now Mary has _____ balls, and Bob has _____ balls.
Together they have _____ balls.

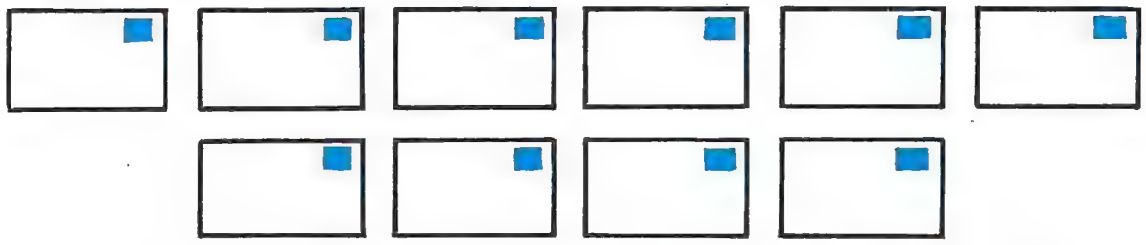
5 and 5 are _____ 6 and 4 are _____
5 and 5 are _____ 6 and 4 are _____
5 and 5 are _____ 6 and 4 are _____

5	6	5	6	5	6
+5	+4	+5	+4	+5	+4
___	___	___	___	___	___

6 and 4 are _____ 4 and 6 are _____
6 and 4 are _____ 4 and 6 are _____
6 and 4 are _____ 4 and 6 are _____

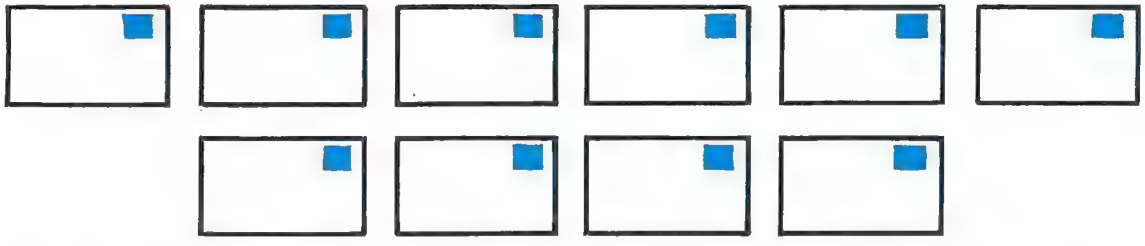
6	4	6	4	6	4
+4	+6	+4	+6	+4	+6
___	___	___	___	___	___

Subtract



Take away 4 letters.
10 take away 4 is .....
4 from 10 is .....

$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$



Take away 6 letters.
10 take away 6 is .....
6 from 10 is .....

$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$

These 3 numbers go together.

6 4 10

$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$

6 + 4 = ...
4 + 6 = ...

10 − 4 = ...
10 − 6 = ...

$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$ $\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$

Set 5 - Practice Cards

$3 + 4 = ___$	$4 + 3 = ___$	$7 - 3 = ___$	$7 - 4 = ___$
$4 + 5 = ___$	$5 + 4 = ___$	$9 - 4 = ___$	$9 - 5 = ___$
$4 + 6 = ___$	$6 + 4 = ___$	$10 - 4 = ___$	$10 - 6 = ___$

TEACHER. — Same directions as for page 56.

Write the answers.

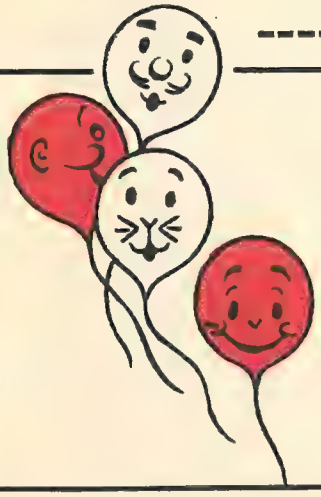
4 + 6 =	9 − 5 =	10 − 6 =	3 + 4 =
9 − 4 =	4 + 3 =	10 − 4 =	5 + 4 =
7 − 4 =	4 + 5 =	7 − 3 =	6 + 4 =

4 + 5 = _____	7 − 3 = _____
6 + 4 = _____	9 − 4 = _____
3 + 4 = _____	10 − 6 = _____
5 + 4 = _____	7 − 4 = _____
4 + 6 = _____	10 − 4 = _____
4 + 3 = _____	9 − 5 = _____

A Party

Mary is having a party. There are 4 girls and 3 boys at the party. How many children are there?

_____



Mary had only 4 balloons for her party. How many more balloons does she need to make 7?

_____

She had 6 presents. The boys and girls gave her 4 more presents. How many presents does she have?

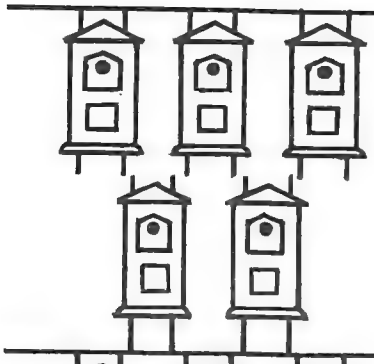
_____

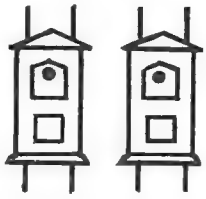
Mary ate 4 cookies. She had 6 cookies left. How many cookies did Mary have?

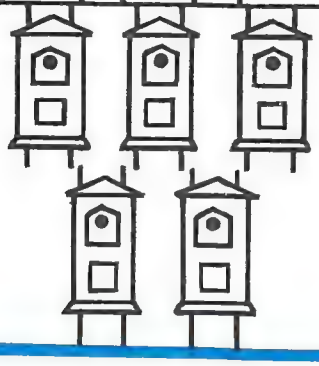
_____

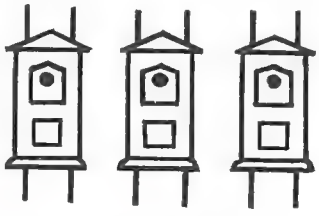
TEACHER. — The class should read this page orally.

Add One More



and  are _____



and  are _____

5 and 3 are 1 more than 5 and 2

5 and 2 are _____
5 and 2 are _____
5 and 2 are _____

5 and 3 are _____
5 and 3 are _____
5 and 3 are _____

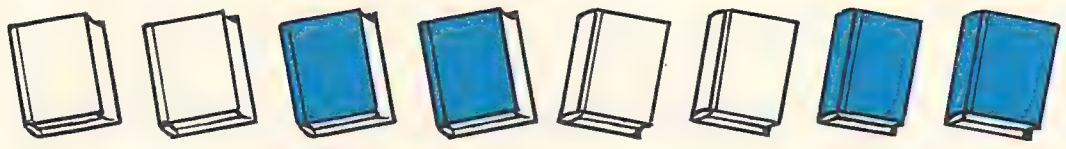
$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

5 and 3 are _____
5 and 3 are _____
5 and 3 are _____

3 and 5 are _____
3 and 5 are _____
3 and 5 are _____

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

Subtract



Take away 3 books
8 take away 3 is .....
3 from 8 is .....

$$\begin{array}{r} 8 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,3 \\ \hline \end{array}$$

Take away 5 books.
8 take away 5 is .....
5 from 8 is .....

$$\begin{array}{r} 8 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,5 \\ \hline \end{array}$$

These 3 numbers go together.

5 3 8

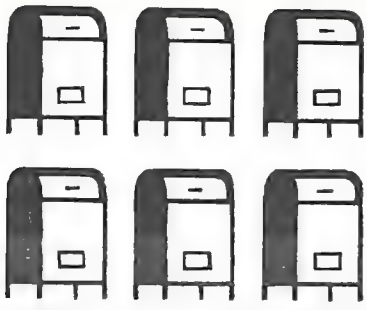
$$\begin{array}{r} 3 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,5 \\ \hline \end{array}$$

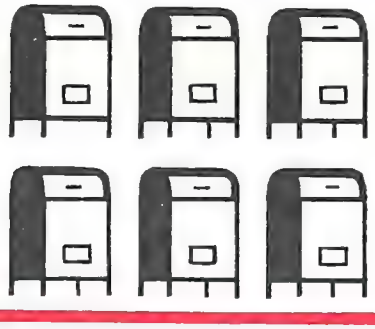
$3 + 5 =$ .....
$5 + 3 =$ .....

$8 - 3 =$ .....
$8 - 5 =$ .....

$$\begin{array}{r} 5 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\,5 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,5 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\,3 \\ \hline \end{array}$$

Add One More

 and are .....

 and are .....

6 and 3 are 1 more than 6 and 2

6 and 2 are .....
6 and 2 are .....
6 and 2 are .....

$\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$

6 and 3 are .....
6 and 3 are .....
6 and 3 are .....

$\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$

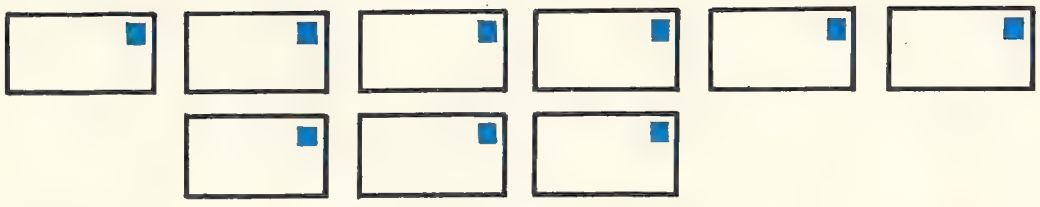
6 and 3 are .....
6 and 3 are .....
6 and 3 are .....

$\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\,6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$

3 and 6 are .....
3 and 6 are .....
3 and 6 are .....

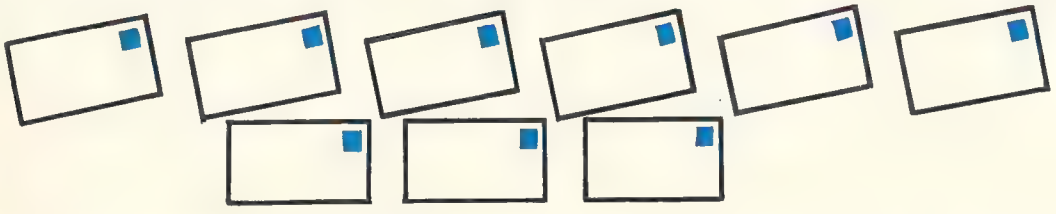
$\begin{array}{r} 3 \\ +\,6 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\,6 \\ \hline \end{array}$

Subtract



Take away 3 letters.
9 take away 3 is .....
3 from 9 is .....

$$\begin{array}{r} 9 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,3 \\ \hline \end{array}$$



Take away 6 letters.
9 take away 6 is .....
6 from 9 is .....

$$\begin{array}{r} 9 \\ -\,6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,6 \\ \hline \end{array}$$

These 3 numbers go together.

6 3 9

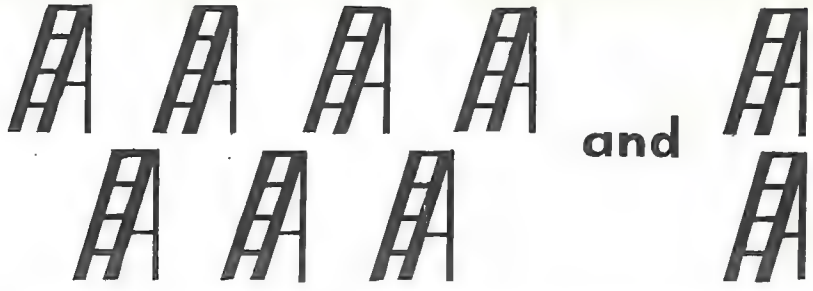
$$\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,6 \\ \hline \end{array}$$

6 + 3 = ...
3 + 6 = ...

9 − 3 = ...
9 − 6 = ...

$$\begin{array}{r} 3 \\ +\,6 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\,6 \\ \hline \end{array}$$

Add One More

 and are .....

and are .....

7 and 3 are 1 more than 7 and 2

7 and 2 are .....
7 and 2 are .....
7 and 2 are .....

$\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$

7 and 3 are .....
7 and 3 are .....
7 and 3 are .....

$\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$

7 and 3 are .....
7 and 3 are .....
7 and 3 are .....

$\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 3 \\ +\,7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$

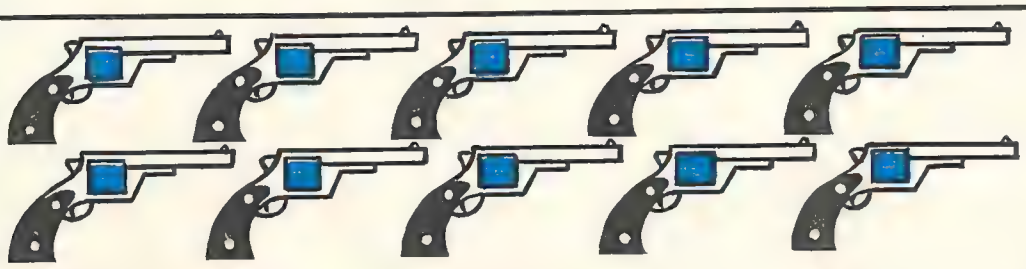
3 and 7 are .....
3 and 7 are .....
3 and 7 are .....

$\begin{array}{r} 3 \\ +\,7 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$

Subtract

Take away 3 guns.
10 take away 3 is .....
3 from 10 is .....

$$\begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array}$$



Take away 7 guns.
10 take away 7 is .....
7 from 10 is .....

$$\begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$$

These 3 numbers go together.

7 3 10

$$\begin{array}{r} 7 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$$

7 + 3 = ...
3 + 7 = ...

10 − 3 = ...
10 − 7 = ...

$$\begin{array}{r} 3 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$$

Set 6 - Practice Cards

$\begin{array}{r} 5 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\,5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -\,3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -\,5 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +\,6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\,3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -\,6 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +\,3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\,7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -\,3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -\,7 \\ \hline \end{array}$

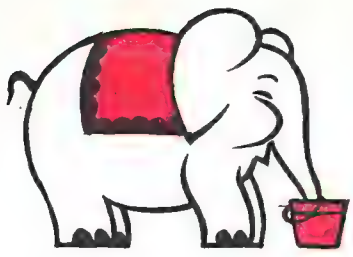
TEACHER. — Same directions as for page 56.

Add and Subtract

9 − 6 = ____	3 + 7 = ____	9 − 3 = ____	5 + 3 = ____
10 − 7 = ____	3 + 5 = ____	7 + 3 = ____	8 − 5 = ____
6 + 3 = ____	10 − 3 = ____	8 − 5 = ____	3 + 6 = ____

3 + 7 = ...	9 − 3 = ...
6 + 3 = ...	8 − 5 = ...
3 + 5 = ...	9 − 6 = ...
7 + 3 = ...	10 − 7 = ...
5 + 3 = ...	8 − 3 = ...
3 + 6 = ...	10 − 3 = ...

Add

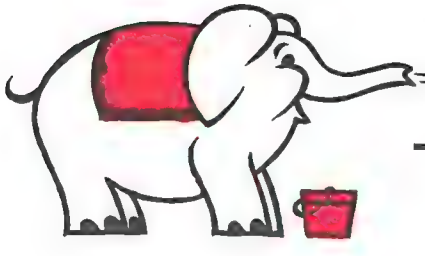


$$\begin{array}{r} 7 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array}$$

Now Subtract

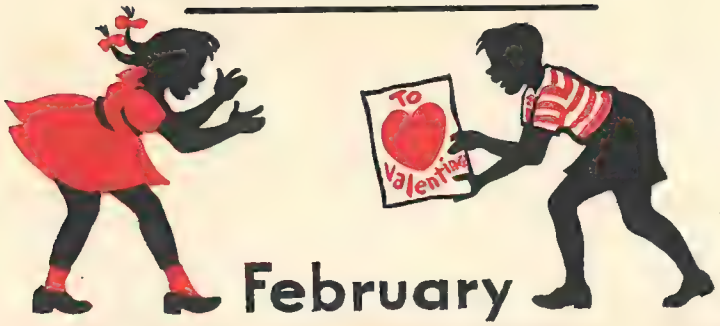


$$\begin{array}{r} 8 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -\ 4 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ -\ 4 \\ \hline \end{array}$$

A Calendar



February

Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

1. The boy has a
   penny letter valentine
2. What month is it?
   January February March
3. When is Valentine's Day? Draw a red line around it on this calendar.
4. When is Abraham Lincoln's Birthday? Draw a blue line around it.
5. When is George Washington's Birthday? Draw a green line around it.

TEACHER. — The class should read this page orally.

More Addition

4 5	3 6	5 4	4 3
3 5	7 3	3 4	6 4
6 3	4 6	3 7	5 3

2 6	7 2	6 4	3 7	5 3
4 5	9 9	3 4	2 8	6 4
3 6	8 8	6 3	5 4	7 3

Add and Check

Add down. Then add up to see if you are right.

67 62	93 95	42 65	24 5
24 35	187 2	32 74	13 84
56 30	85 22	60 47	92 17
54 53	74 32	13 96	75 74
62 46	36 73	83 82	56 42

TEACHER. — Children should do several examples on the board, adding down and checking by adding up. They should check all work from here on.

Subtract

8 − 5	7 − 4	10 − 3	9 − 6
9 − 3	9 − 5	8 − 3	10 − 6
10 − 4	9 − 4	7 − 3	10 − 7

10 − 3	16 − 8	8 − 3	9 − 5	10 − 7
9 − 2	10 − 4	9 − 6	7 − 3	10 − 6
9 − 3	7 − 4	10 − 8	9 − 4	8 − 5

Subtract – Then add to see if you are right.

68 − 45	107 − 25	126 − 63	108 − 46
108 − 10	109 − 34	187 − 97	89 − 26
109 − 53	69 − 25	78 − 63	148 − 74
97 − 13	165 − 82	109 − 67	108 − 97
105 − 83	109 − 65	109 − 72	97 − 24

TEACHER. — Demonstrate on the board how to check, by covering the minuend with the hand, then adding the subtrahend and the answer to get the minuend.

Let the children do several examples on the board and then check them to see if they are correct.

Problems

Bill bought an ice cream cone for 6¢ and candy for 3¢. How much did Bill spend?

_____¢

Jill needs 10 balloons. She has 4 balloons. How many more does she need?

_____

Nan has 5 little dolls and 4 big dolls. How many dolls does she have in all?

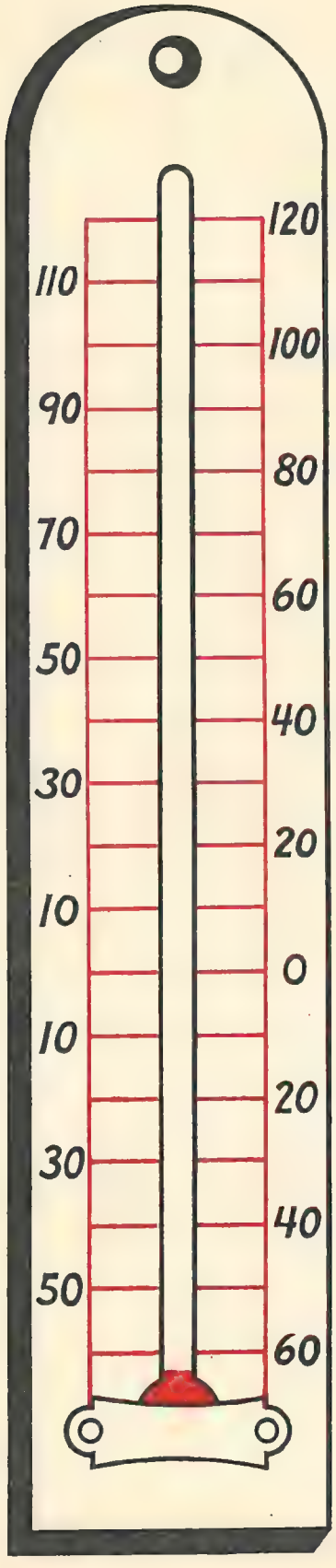
_____

Dan had 10 marbles. He lost 7 marbles. How many did he have left?

_____

TEACHER. — The class should read this page orally.

A Thermometer



1. What is the temperature in this room?

2. Color the space in the middle of the thermometer to show what the temperature is. Color it red.

3. When it is hot, does the temperature go up or down?
   up down

4. When it is cold, does the temperature go up or down?
   up down

5. Draw a blue line to show what the temperature may be in July.

6. Draw a green line to show what the temperature may be in January.

A New Way to Add

and are

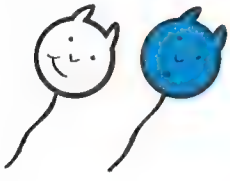
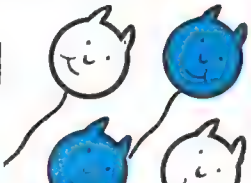
think the answer

and are _____

3 and 2 are think the answer and 2 are _____

3 + 2 + 2 = _____

$$\begin{array}{r} 3 \\ 2 \\ +\,2 \\ \hline \end{array}$$

 and  are

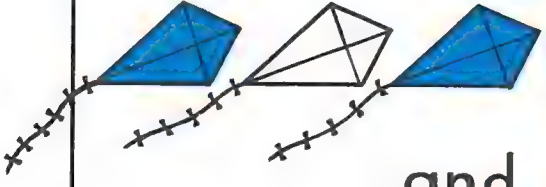
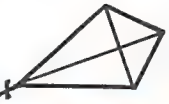
think the answer

and are _____

2 and 2 are think the answer and 2 are _____

2 + 2 + 2 = _____

$$\begin{array}{r} 2 \\ 2 \\ +\,2 \\ \hline \end{array}$$

 and  are

think the answer

and are _____

3 + 1 are think the answer and 2 are _____

3 + 1 + 2 = _____

$$\begin{array}{r} 3 \\ 1 \\ +\,2 \\ \hline \end{array}$$

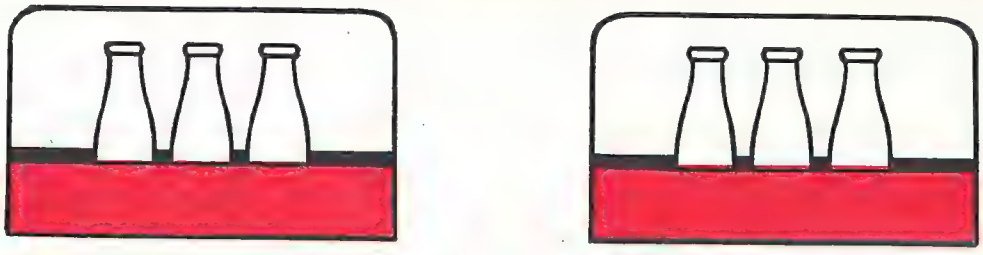
TEACHER. — Let the children work several examples on the board.

Addition

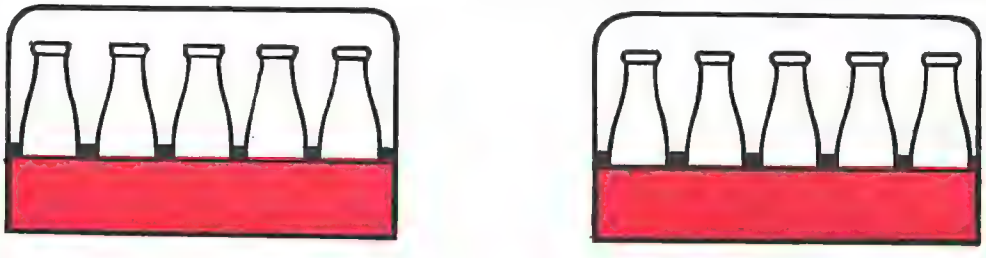
Add down, then add up.

2 4 3	7 0 1	3 4 3	4 0 5	2 0 8
1 3 5	4 3 3	3 5 1	0 9 1	1 5 4
3 1 6	3 4 3	5 1 4	3 2 5	2 2 6
2 5 2	2 1 6	3 1 5	1 2 7	2 3 4
4 4 2	3 3 4	5 3 2	2 6 2	2 1 7

A Shorter Way to Add



There are _____ bottles in each box.
There are _____ boxes of 3 bottles.
There are _____ 3's
3 and 3 are _____
two 3's are _____



There are _____ bottles in each box.
There are _____ boxes of 5 bottles.
There are _____ 5's
5 and 5 are _____
two 5's are _____

1 and 1 are _____	Two 1's are _____
4 and 4 are _____	Two 4's are _____
2 and 2 are _____	Two 2's are _____
6 and 6 are _____	Two 6's are _____

TEACHER. — Before doing this page, use objects to demonstrate the short way to combine groups of equal value. Children should use the words, "two 1's," "two 2's," etc.

Roman Numbers

Some books and some clocks use Roman numbers.

Remember these 3 Roman numbers.

1 is I 5 is V 10 is X

Write these Roman numbers.

1 _____ 5 _____ 10 _____

You can make other Roman numbers from these three Roman numbers.

Two 1's are _____ 2 is made like this. II
Three 1's are _____ 3 is made like this. III

One number before 5 is _____. 4 is made like this. IV

5 is _____
5 and 1 are _____ 6 is made like this. VI
5 and two 1's are _____ 7 is made like this. VII
5 and three 1's are _____ 8 is made like this. VIII

One number before 10 is _____. 9 is made like this. IX

10 is _____
10 and 1 are _____ 11 is made like this. XI
10 and two 1's are _____ 12 is made like this. XII

TEACHER. — Children should read this page orally. Develop the understanding that the three Roman numbers — I, V, and X — are arranged in certain ways and combinations to make all the other numerical values.

Roman Numbers

Write the Roman numbers.

1 _____	4 _____	7 _____	10 _____
2 _____	5 _____	8 _____	11 _____
3 _____	6 _____	9 _____	12 _____

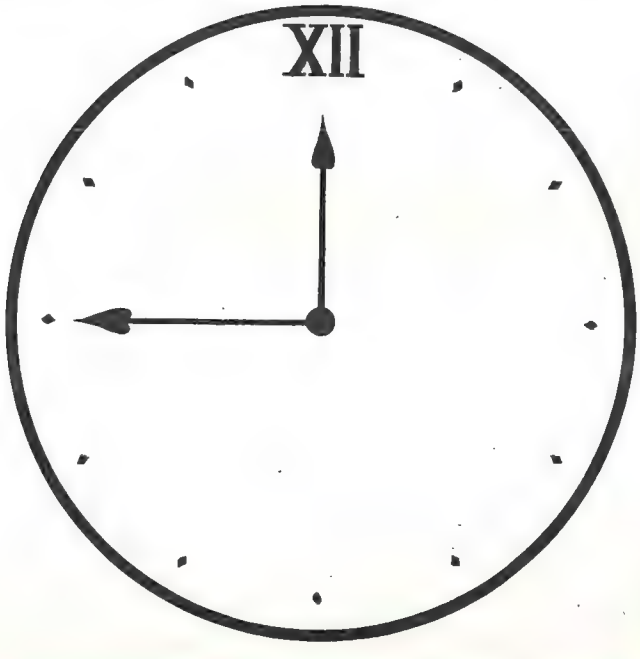
Write the numbers for these Roman numbers.

VIII _____	X _____	XI _____	VII _____
V _____	II _____	VI _____	IX _____
I _____	IV _____	III _____	XII _____

Write the Roman numbers.

6 _____	12 _____	7 _____	9 _____
11 _____	10 _____	5 _____	2 _____
3 _____	1 _____	4 _____	8 _____

Write the Roman numbers on the clock.

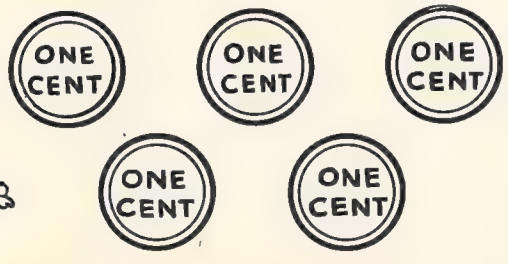


Money

This is a penny.

This is a dime.

A dime is ..... pennies.
10 pennies are ..... dime.
10 pennies are ..... ¢



5 pennies are 1 nickel.
1 nickel is ..... pennies.
1 nickel is ..... ¢

This costs ..... ¢
..... nickel
..... pennies

This costs ..... ¢
..... nickel
..... pennies

This costs ..... ¢
..... dime
..... nickel
..... pennies

TEACHER. — Have the children read this page orally.

Money

Count these dimes by *10*'s.

10 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

Count these nickels by *5*'s.

5 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

Count these pennies by *1*'s.

1 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

Sam has a nickel. He buys a balloon for *2*¢. How much change does he get?

____ ¢

Mary has a dime. She buys an ice cream cone for *7*¢. How much change does she get?

____ ¢

TEACHER. — Have the children read this page orally.

Money

Count this money.

5 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

5 nickels make 1 quarter.
5 nickels are _____ ¢
1 quarter is _____ ¢

Count this money.

10 ¢ ____ ¢ ____ ¢

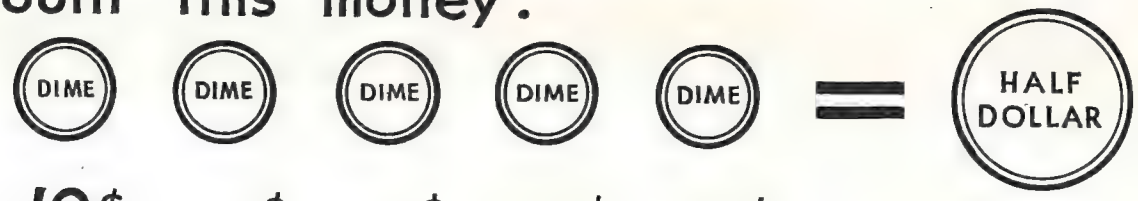
_____ dimes and _____ nickel = 25 ¢
_____ dimes and _____ nickel = 1 quarter.

Count this money.

10 ¢ ____ ¢ ____ ¢ ____ ¢

_____ dime and _____ nickels = 25 ¢
_____ dime and _____ nickels = 1 quarter.

Count this money.



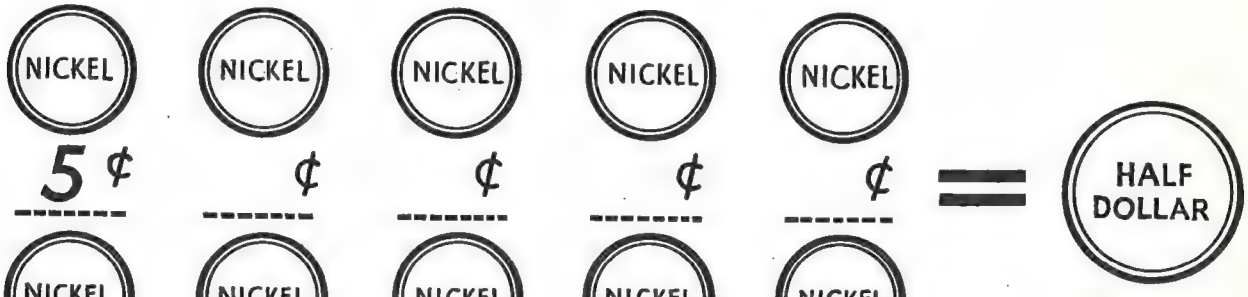
10 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

5 dimes are _____¢

1 half dollar is _____¢

5 dimes make _____ half dollar.

Count this money.



5 ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

____ ¢ ____ ¢ ____ ¢ ____ ¢ ____ ¢

10 nickels make _____ ¢

10 nickels make _____ half dollar.

John had 50¢. He spent 30¢. How much change did he get?

_____ ¢

Measure

Take a quart bottle and 2 pint bottles.
Fill one pint bottle with water.
Pour the water into the quart bottle.

Is the quart bottle filled ? Yes No

Fill the other pint bottle and pour it into the quart bottle.

Is the quart bottle filled now? Yes No

How many pint bottles did you fill before the quart bottle was filled ?

It takes _____ pints to make 1 quart.

1 quart is the same as _____ pints.

TEACHER. — The class should read this page orally. Let the children bring two pint bottles and a quart bottle to school and then follow the directions on the page.

Measure

Fill a glass with water and pour the water into the pint bottle.

Is the pint bottle filled? Yes No

Fill the other glass with water and pour the water into the pint bottle.

Is the pint bottle filled now? Yes No

How many glasses did you fill before the pint bottle was filled?

It takes _____ glasses to make *1* pint.

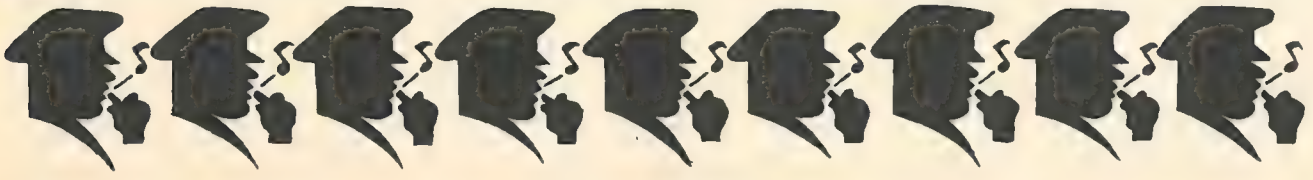
1 pint is the same as _____ glasses.

1 quart is the same as _____ glasses.

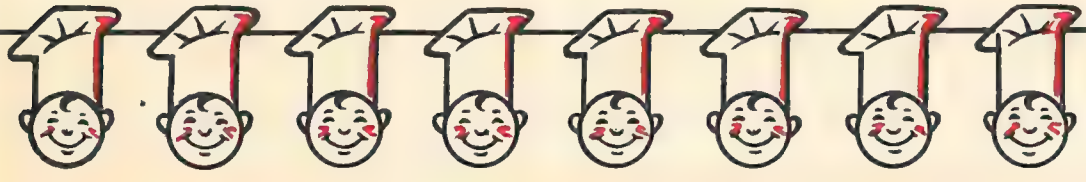
TEACHER. — Have the class read the page orally. Have glasses and pint bottle at hand. Let the children follow the directions on the page.

How Many?

Here are _____ firemen.
Draw a line around the first 2 firemen.
Draw a line around the next 2 firemen.
Draw a line around the last 2 firemen.
There are _____ 2's in 6



Here are _____ policemen.
Draw a line around the first 3 policemen.
Draw a line around the next 3 policemen.
Draw a line around the last 3 policemen.
There are _____ 3's in 9



Here are _____ cooks.
Draw a line around the first 2 cooks.
Draw a line around the second 2 cooks.
Draw a line around the next 2 cooks.
Draw a line around the last 2 cooks.
There are _____ 2's in 8

TEACHER. — Before doing the work on this page, the children should be given concrete objects to divide into groups.

Addition Test

Add down, then add up.

2 4 3	5 0 3	7 1 2	4 0 6	3 4 3
7 3 0	2 5 3	2 4 3	5 3 2	1 5 4
4 1 5	2 6 2	4 1 5	3 0 7	2 4 4

2+5+1 = _____	3+3+3 = _____
3+4+2 = _____	7+0+2 = _____
1+0+9 = _____	6+3+1 = _____
6+1+1 = _____	2+0+6 = _____
5+1+2 = _____	6+3+2 = _____

Addition Test

Add down, then add up.

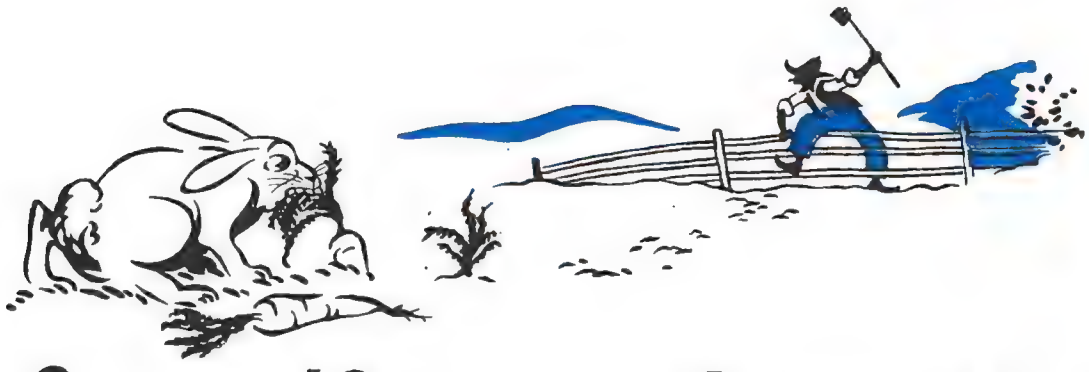
27 80	96 13	72 76	32 73	14 95
54 23	62 45	73 25	85 83	23 46
13 74	85 24	96 92	42 67	74 32

4 + 6 = _____	2 + 8 = _____
7 + 0 = _____	3 + 6 = _____
3 + 7 = _____	0 + 8 = _____
5 + 4 = _____	2 + 7 = _____
1 + 6 = _____	5 + 5 = _____

Subtraction Test

Subtract, then add.

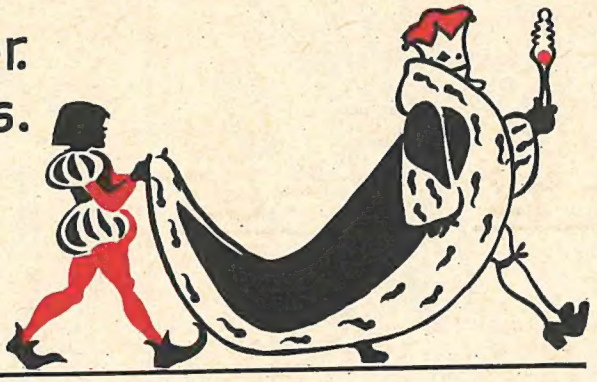
107 − 26	97 − 14	96 − 85	109 − 47	89 − 72
106 − 92	109 − 63	78 − 23	109 − 85	98 − 75
106 − 74	169 − 84	87 − 73	107 − 10	108 − 32



2 from 10 = _____	6 from 10 = _____		
4 from 9 = _____	4 from 8 = _____		
8 from 16 = _____	3 from 10 = _____		
0 from 8 = _____	7 from 9 = _____		
8 from 9 = _____	6 from 7 = _____		

More Things to Do

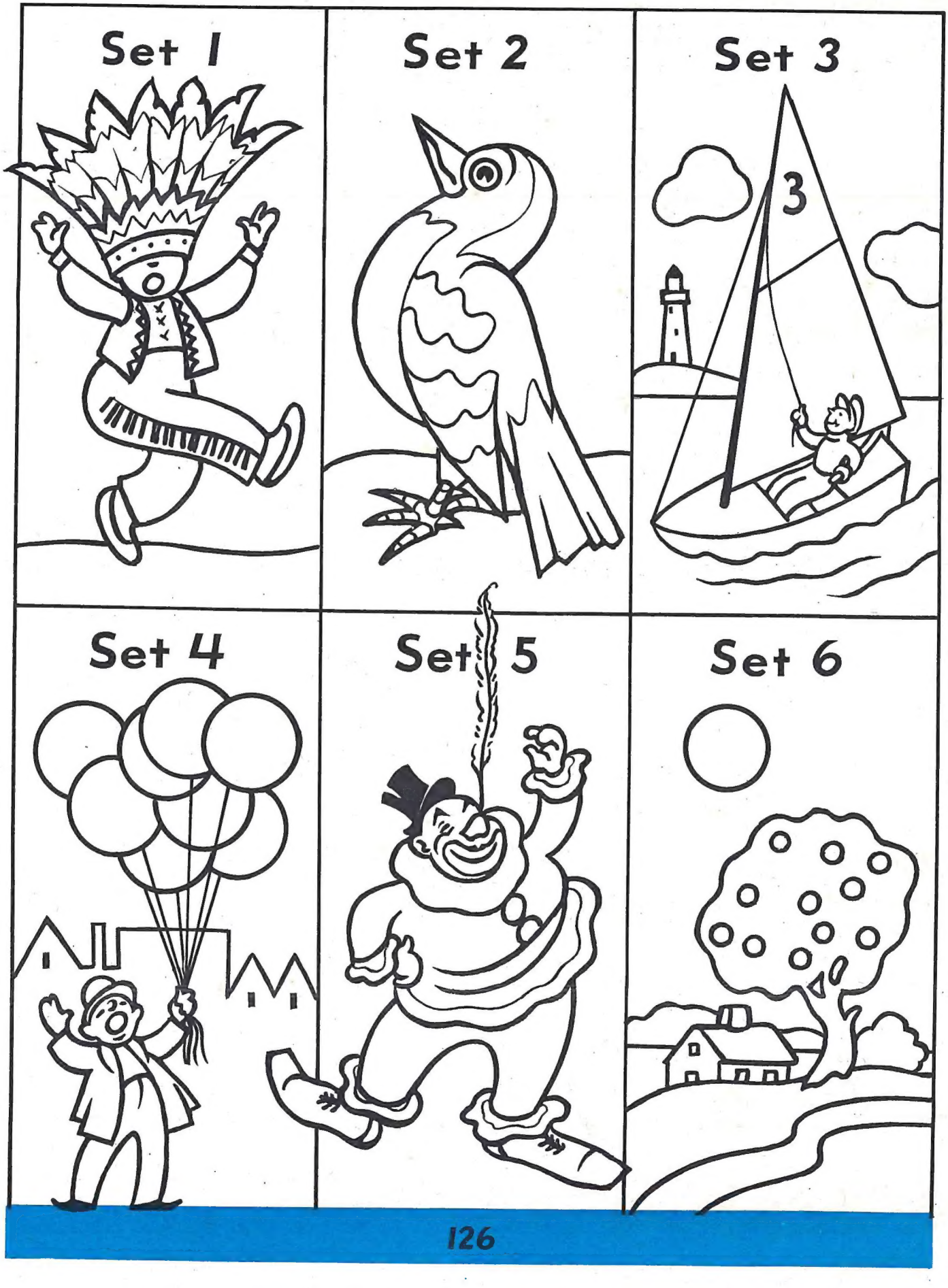
1. Use a ruler.
   Measure this book.
   Measure your desk.
   Measure some paper.
   Measure other things.



2. Use a scale.
   Weigh some coffee.
   Weigh some sugar.
   Weigh some potatoes.
   Weigh other things.
   How much do you weigh?

3. Go shopping for your mother.
   Find out how much things cost.
   Pay for them.
   Count your change.

Color



Word List

For the pages on which these 215 words occur, see the Teachers' Manual.

after
an
and
answers
are
around
as
at
ate
away

back
balls
balloons
be
before
big
birds
birthday
blue
body
book
bottles
bought
boys
box
brown
buys
by

cake
called
can
candy
cent
change
clocks
clown
coffee
cold
color
comes
cone
cookies
costs
count
cut

day
desk
did
dime
do
dollar
dolls
doubles
down
draw

each
even

face
fifth
fill
find
first
flew
folded
for
fourth
from

game
gets
girls
gives
glass
go
gone
green

had
half
halves
hands
has
hat
have
he
her
here
his
hour
how

ice cream
in
into
is
it

kites

larger
left
letters
like
line
little
long
lost

made
make
many
marbles
middle
minute
missing
money
months
more
mother
much

need
new
next
nickel
no
none
nothing
now
number

o'clock
odd
of
on
one
only
other
out

paper
parade
parts
past
pay
pennies
pie
pint
policeman
potatoes
pour
presents
problems

read
red
remember
riddle
right
room
run

same
say
scale
second
she
shopping
short
show
size
small
so
some
something
space
spent
starts
sugar
summer

take
tell
tens
test
than
that
the
them
then
there
these
they
think
third
this
three
time
to
together
top
trees
twelve
two

up
use

was
water
way
we
were
what
when
where
which
whole
why
will
win
winter
with
won
words
write

yellow
yes
you

Arithmetic Terms

add
addition
divide
measure
quart
rectangle
Roman
ruler
square
subtract
subtraction
temperature
thermometer
triangle
weigh
zero

Special Words

January
February
March
April
May
June
July
August
September
October
November
December
Abraham Lincoln
George Washington
Valentine